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ABSTRACT

This handbook, one of five local handbooks developed to support specialized implementation of the National Career Development Guidelines, presents guidelines for developing comprehensive programs for students who are served at the post-secondary school level. Part I describes the need for guidelines and standards in career development, defines career development programs within the context of comprehensive student development, and discusses national, state, and local roles in establishing and implementing standards. A comprehensive set of student competencies and indicators is recommended and organized into three broad areas: self-knowledge, educational and occupational exploration, and career planning. An organizational capabilities section provides statements of the commitments, structure, and support required for effective career development programs. The personnel requirements section describes the roles of various staff members and identifies specific competencies needed by counselors and other staff for effective program delivery. Part II present an implementation process that uses the guidelines to establish career development standards and improve existing programs. The process encourages flexibility in standards-setting efforts, builds upon existing program strengths, stimulates coordination within agencies or organizations, and enhances cooperation with other organizations. Appendices provide a set of competencies and indicators for all levels; sample forms; local program examples; a listing of resource materials related to career development standards and program implementation; and a listing of all State Occupational Information Coordinating Committees. (NB)

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Association of Computer-Based Systems for Career Information (ACSCI)
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Established by Congress in 1976, the National Occupational Information Coordinating Committee (NOICC) is a Federal interagency committee whose primary mission mandates improving communication and coordination among developers and users of labor-market information. It functions as a coordinating committee with members representing nine agencies within the U.S. Departments of Labor, Education, Commerce, Defense, and Agriculture. NOICC is mandated by Congress:

» To help states use occupational and labor-market information to design effective vocational education and employment and training programs.

» To help states provide sound information about education, jobs, occupations and careers for individual career decision-making.

National Career Development Guidelines
Local Handbook for Postsecondary Institutions

NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
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PREFACE TO THE NATIONAL CAREER DEVELOPMENT GUIDELINES HANDBOOK SERIES

Career development has become increasingly important in recent years due to changes in the economy, technology, and attitudes of employers and employees. Career development must be a comprehensive, systematic, and sequential program available to all youth and adults throughout the life span. The National Career Development Guidelines initiative, sponsored by the National Occupational Information Coordinating Committee (NOICC), is intended to establish national guidelines that state and local organizations can use to strengthen and improve career development programs and enhance individual competence.

The National Career Development Guidelines initiative has been a collaborative effort of the leading professional career counseling and development organizations. A Project Leadership Team set policy direction for the project. It included representatives from the American Vocational Association's Guidance Division, National Career Development Association, Association for Counselor Education and Supervision, American School Counselor Association, American Association for Counseling and Development, the U.S. Department of Education's Office of Vocational and Adult Education, and NOICC.

A Project Review and Implementation Planning Group coordinated state and local reviews and provided direction for implementing the guidelines at the state and local levels. It included counseling professionals and administrators from state agencies, universities, community colleges, local schools, and the National Alliance of Business.

A third group, the Expert Review Panel, was comprised of a nationally recognized panel of experts in career development, guidance, and counseling. These individuals provided conceptual overview and reviewed draft materials.

To ensure that the National Career Development Guidelines would be conceptually sound, comprehensive, and useful, the project extensively used professional advice and review combined with field-based experience. More than 150 individuals served in an evaluative capacity during the development of these guidelines. Several professional organizations have formally endorsed the guidelines.

The guidelines were tested through state and local demonstration models. Four states--California, Mississippi, North Dakota, and Pennsylvania--were selected as initial model sites in 1987. In 1988, six additional states--Iowa, Missouri, New Jersey, Oklahoma, Washington and Wisconsin--were awarded grants to use the guidelines. In 1989 ten more states were funded to implement the guidelines--Alaska, Colorado, Florida, Idaho, Kansas, Minnesota, New Mexico, North Carolina, Oregon, and South Carolina.

This handbook, *The National Career Development Guidelines--Local Handbook for Postsecondary Institutions,* was initially produced through a grant to the North Dakota Occupational Information Coordinating Committee. It was revised through a subsequent grant to the Oregon Occupational Information Coordinating Committee. The handbook is one of several that supports the use of the guidelines at national, state and local levels.

I want to thank those people responsible for developing this handbook: Dr. Dan Marrs, Coordinator of the North Dakota Occupational Informational Information Coordinating Committee and Nancy Hargis, Executive Director of the Oregon Occupational Information Coordinating Committee managed the grants; Dr. Janet Treichel, Dr. Juliet Miller, and Linda Pfister conducted the research for the guidelines and authored the handbook; Dr. Jane Goodman and Gisela Harkin provided valuable input and review; Bryn Cope and Cynthia Chapman managed production, coordination, and editing.

Finally, I also want to thank Dr. Mary E. McCormac and Walton Webb who provided project leadership at NOICC.

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Executive Director
National Occupation Information Coordinating Committee

OVERVIEW OF THE NATIONAL CAREER DEVELOPMENT GUIDELINES HANDBOOK SERIES

Widespread attention has focused on the need for high quality career development programs for youth and adults. The National Career Development Guidelines initiative addresses those needs by providing specific guidelines that can help strengthen career development programs at the state and local levels.

These guidelines are statements of desired individual competencies, organizational capabilities, and personnel requirements that provide the criteria for a comprehensive career development program. Standards based on these guidelines will define an acceptable level or rate of performance and the criteria against which the adequacy and effectiveness of programs can be judged. The development of state and local standards then becomes the stimulus for program improvement.

Although standards-setting may occur at the state or local level, this series of handbooks addresses the establishment and implementation of standards at the local level. *The National Career Development Guidelines–Local Handbook for Postsecondary Institutions* is one of five handbooks and presents guidelines for developing comprehensive programs for students who are served at the postsecondary educational level. Other handbooks in this series address program settings in elementary schools, middle/junior high schools, high schools, and community and business organizations.

Part I describes the need for guidelines and standards in career development, defines career development programs within the context of comprehensive student development, and discusses national, state, and local roles in establishing and implementing standards. A comprehensive set of student competencies and indicators is recommended and organized into three broad areas: self-knowledge, educational and occupational exploration, and career planning. An organizational capabilities section provides statements of the commitments, structure, and support required for effective career development programs. The personnel requirements section describes the roles of various staff members and identifies specific competencies needed by counselors and other staff for effective program delivery.

Part II presents an implementation process that uses the guidelines to establish career development standards and improve existing programs. The process encourages flexibility in standards-setting efforts, builds upon existing program strengths, stimulates coordination within agencies or organizations, and enhances cooperation with other organizations.

Appendices provide: (1) the complete set of competencies and indicators for all levels, (2) sample forms that can be adapted to meet individual program needs, (3) local program examples that can be used to help carry out the implementation process, (4) a listing of resource materials related to career development standards and program implementation, and (5) a listing of all State Occupational Information Coordinating Committees.

PART I: THE NATIONAL CAREER DEVELOPMENT GUIDELINES

Introduction

The National Career Development Guidelines initiative is a major nationwide effort to foster excellence in career development for people of all ages, genders, and cultural backgrounds. The guidelines offer direction in three major areas; they provide: 1) desired student outcomes; 2) organizational capabilities; and 3) personnel requirements. They are intended to serve as a catalyst for developing standards at the state and local levels.

This handbook, *The National Career Development Guidelines--Local Handbook for Postsecondary Institutions*, provides information to improve career development programs for students in such settings as community colleges, technical institutes, colleges, and universities. Although diverse, these organizations serve adults with specific career development needs ranging from employability skills to retirement planning.

Career Development Programs

Social and economic forces are forging a redefinition of career development programs. Among these forces are the use of career development theory to provide a basis for program outcomes, increased emphasis on equality of education and employment opportunities for all Americans, new pressures created by changing gender roles, a rapidly changing workplace that is making career planning a lifelong need, increased demand for educational program accountability, and the application of technology. Career development is now generally accepted as including an individual's total lifestyle--occupation, education, social responsibility, and leisure.

Career development plays a key role in an institution's comprehensive student development program and training effort. As such, it has unique goals and requires specific organizational capabilities, program structure and processes, and staff expertise. A career development program:

Is identifiable but integrated with other programs within the institution.

Enhances the career development knowledge, skills, and abilities of all students by establishing program standards.

Uses coordinated activities designed to support student achievement of the standards.

Supports the delivery of the program through qualified leadership; diversified staffing; adequate facilities, materials and financial resources; and effective management.

Is accountable, with evaluation that is based on program effectiveness in supporting student achievement of the career development standards.

National, State and Local Roles

The National Career Development Guidelines initiative reflects a national movement to improve career development programs and to support standards-setting efforts which:

Increase the understanding of life-long career development needs.

Expand the definitions of comprehensive career development programs.

Emphasize competency-based education and training.

Support program accountability efforts.

Heighten interest in achieving professional consensus on program guidelines and standards.

Renew legislative support for career development.

Increase emphasis on certification of counselors, including career specialization.

These guidelines have application at the national, state, and local levels. Figure 1 clarifies national, state, and local roles defined by these guidelines to develop standards for program improvement.

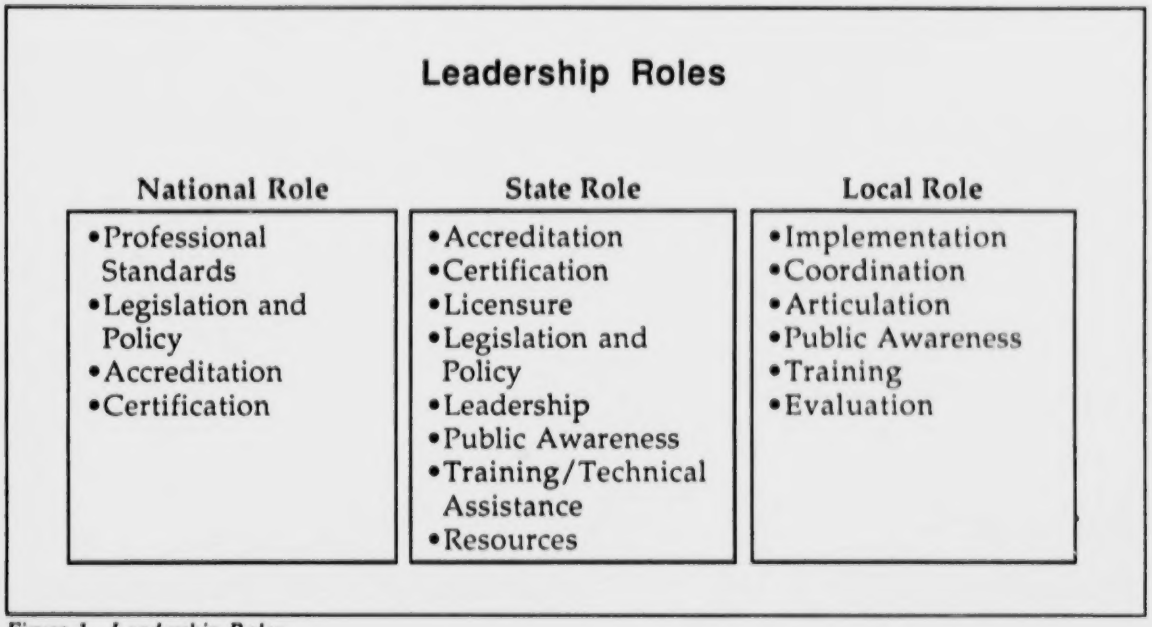

Figure 1 Leadership Roles

National Role

These guidelines can support various national efforts. They can provide a focal point for the development of standards by national professional associations. National accreditation and certification programs--such as those of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the National Board for Certified Counselors (NBCC), and other counselor credentialing bodies in such areas as rehabilitation and mental health counseling can incorporate the guidelines into their standards.

From the federal perspective, the guidelines can aid in developing legislation and regulations. When standards are established that are based on the guidelines, legislators and administrators can evaluate career development program benefits. Such information can influence policy decisions and the allocation of resources.

State Role

States can use the guidelines to establish career development program standards. Using the standards to define program quality enables state leaders to be more effective in securing legislative support at the state and national levels. The guidelines also provide counselor competencies that can be used in creating state certification or licensure requirements. States may also fashion their own standards or guidelines to direct community agencies. This permits coordination of career development programs that serve adults across organizations within the state.

Staffs of state agencies can play an important leadership role in increasing public awareness of the need for adult career development. They can offer training, materials, resources, and technical assistance to support the use of the guidelines in establishing quality programs. A companion product, *The National Career Development Guidelines State Handbook*, provides information about approaches that can be used to develop and implement state standards and guidelines.

Local Role

Ultimately, improved career development programs based on these guidelines will occur at the local level. Ideally, each postsecondary institution will establish program standards and then design, implement, and evaluate its own career development program.

Other important local roles include training staff, making the public aware of the new program, and coordinating with other community and business organizations that provide career development services to ensure articulation with programs offered to youth and adults in other settings.

The Guidelines' Content

The National Career Development Guidelines can provide a basis for improving career development programs within the institution's total student development framework. Three major components are addressed in the guidelines:

1. Competencies and Indicators. The competencies and indicators provide guidelines that describe the outcomes of career development programs and are the basis for program development. Competencies are viewed as broad goals, whereas indicators describe specific knowledge, skills and abilities related to career development.

2. Organizational Capabilities. Organizational capabilities outline the commitments, structure, and support required for effective career development programs including administrative support, physical facilities, and materials and equipment.

3. Personnel Requirements. The personnel requirements outline competencies needed by counselors and other staff members to deliver career development programs.

Competencies and Indicators

The competencies and indicators are organized into three major areas: self-knowledge, educational and occupational exploration, and career planning. The competencies represent general goals and the indicators define specific knowledge, skills, and abilities that individuals should master in order to cope effectively with lifelong career development tasks. They are consistent with the general developmental capabilities of individuals at that level.

Figure 2 illustrates the competencies by area and level. It is followed by the specific competencies and indicators for the adult level. A complete listing of competencies and indicators for all levels is presented in Appendix A.

Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
Knowledge of the importance of self-concept.	Knowledge of the influence of a positive self-concept.	Understanding the influence of a positive self-concept.	Skills to maintain a positive self-concept.
Skills to interact with others.	Skills to interact with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.	Understanding developmental changes and transitions.
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the reltionship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in work and life-long learning.
Skills to understand and use career information.	Skills to locate, understand and use career information.	Skills to locate, evaluate and interpret career information.	Skills to locate, evaluate and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influence the nature and structure of work.
Career Planning			
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuing changes in male/female roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions.

Figure 2 Career Development Competencies by Area and Level

Competencies and indicators have been developed for the elementary, middle/junior high school, high school, and adult levels. Although postsecondary institutions serve adults, it is important to be aware of the competencies from the elementary, middle/junior high, and high school levels. Individuals who have had little career development assistance may need to master competencies at these earlier levels before addressing the tasks presented at the adult level.

Adult Competencies and Indicators

The competencies and indicators represent the knowledge, skills, and abilities individuals need to acquire academic and career-related skills to make decisions, obtain or change employment, and plan for the future. The presentation of the competencies, followed by indicators, does not imply a sequential order for delivery but is an inclusive listing of elements important in an adult's career development.

Self-Knowledge

COMPETENCY I: Skills to maintain a positive self-concept.

Demonstrate a positive self-concept.
Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
Identify achievements related to work, learning, and leisure and their influence on self perception.
Demonstrate a realistic understanding of self.

COMPETENCY II: Skills to maintain effective behaviors.

Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
Identify symptoms of stress.
Demonstrate skills to overcome self-defeating behaviors.
Demonstrate skills in identifying support and networking arrangements (including role models).
Demonstrate skills to manage financial resources.

COMPETENCY III: Understanding developmental changes and transitions.

Describe how personal motivations and aspirations may change over time.
Describe physical changes that occur with age and adapt work performance to accommodate these.
Identify external events (e.g., job loss, job transfer) that require life changes.

Educational and Occupational Exploration

COMPETENCY IV: Skills to enter and participate in education and training.

Describe short and long-range plans to achieve career goals through appropriate educational paths.
Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).
Identify strategies to overcome personal barriers to education and training.

COMPETENCY V: Skills to participate in work and life-long learning.

Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).

Describe how educational achievements and life experiences relate to occupational opportunities.

Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

COMPETENCY VI: Skills to locate, evaluate and interpret career information.

Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors).

Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.

Describe the uses and limitations of occupational outlook information.

Identify the diverse job opportunities available to an individual with a given set of occupational skills.

Identify opportunities available through self-employment.

Identify factors that contribute to misinformation about occupations.

Describe information about specific employers and hiring practices.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.

Identify specific employment situations that match desired career objectives.

Demonstrate skills to identify job openings.

Demonstrate skills to establish a job search network through colleagues, friends, and family.

Demonstrate skills in preparing a resume and completing job applications.

Demonstrate skills and abilities essential to prepare for and participate in a successful job interview.

Demonstrate effective work attitudes and behaviors.

Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, and abilities required for job success.

Demonstrate strategies to support career change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education).

Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).

Identify skills that are transferrable from one job to another.

COMPETENCY VIII: Understanding how the needs and functions of society influence the nature and structure of work.

Describe the importance of work as it affects values and life style.

Describe how society's needs and functions affect occupational supply and demand.

Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.

Demonstrate an understanding of the global economy and how it affects the individual.

Career Planning

COMPETENCY IX: Skills to make decisions.

Describe personal criteria for making decisions about education, training, and career goals.

Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.

Describe the effects of education, work, and family decisions on individual career decisions.

Identify personal and environmental conditions that affect decision-making.

Demonstrate effective career decision making skills.

Describe potential consequences of decisions.

COMPETENCY X: Understanding the impact of work on individual and family life.

Describe how family and leisure functions affect occupational roles and decisions.

Determine effects of individual and family developmental stages on one's career.

Describe how work, family, and leisure activities interrelate.

Describe strategies for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills).

COMPETENCY XI: Understanding the continuing changes in male/female roles.

Describe recent changes in gender norms and attitudes.

Describe trends in the gender composition of the labor force and assess implications for one's own career plans.

Identify disadvantages of stereotyping occupations.

Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

COMPETENCY XII: Skills to make career transitions.

Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.

Describe strategies to use during transitions (e.g., networks, stress management).

Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).

Describe the skills and knowledge needed for pre-retirement planning.

Develop an individual career plan, updating information from earlier plans and including short and long-range career decisions.

Organizational Capabilities

Organizational capabilities address the specific structure and commitments, facilities, training and materials that are needed for program implementation. To organize and deliver effective career development programs, there must be administrative commitment to:

Secure needed commitments and resources.

Strengthen program staff members' interest and expertise.

Redefine staff roles and responsibilities to provide time to deliver the career development program.

Plan to implement the program in phases so that it is manageable.

Involve internal groups such as administrators and other institutional staff; and external groups such as employers, state agencies, and community organizations.

Use evaluation results to improve the program.

Administrative support is vital if program improvement is to be achieved. The institution's leadership must be committed to establishing program standards and to monitoring the program's effectiveness. Postsecondary institutions demonstrate their commitment to a career development program by providing program planning, support, adequate facilities, training, and materials.

Program Planning

A counselor or career development specialist is needed to provide leadership for the career development program. This individual is responsible for coordinating development of a comprehensive plan that includes the following elements:

Career Development Program Plan

Mission. A mission statement clearly relates the purpose of the career development program to the organization.

Career Development Standards. Standards state how and at what level the adult will demonstrate achievement of the competencies.

Program Description. An overview of program which is organized by each of the competencies. For each standard the following components are generally outlined:

Processes--Specific career development procedures for each standard.

Activities--Specific activities for each standard.

Program Participants--Individuals who will experience each activity.

Staff--Paraprofessionals, community resource personnel and volunteers will deliver each activity.

Schedule--A timeline describing when each of the activities will begin and end.

Program Structure. Program structure provides a framework to support programs delivery and is embodied in:

Leadership--A description of who will manage the program, their roles and responsibilities, and support requirements.

Personnel--A description of each type of staff member, their roles and responsibilities.

Facilities--A list of the types of facilities needed including physical space, equipment, materials and supplies.

Budget--A formal budget detailing the projected financial resources required.

Management--A plan that describes all management tasks needed to ensure successful implementation of the program.

Program Schedule. A schedule establishes a timeline for the delivery of the program with processes and activities listed by month and group served.

Evaluation Plan. A strategy that evaluates the career development program to report the results for program improvement.

Facilities

To support an adequate career development program the following facilities are recommended: reception area, staff offices, interview and/or counseling rooms, rooms for group meetings and training sessions, career resource centers, and work and storage areas. Counseling and training rooms should provide privacy, adequate ventilation and lighting, soundproofing, and power sources for audiovisual aids. Facilities ought to be available at the times and locations needed by the adults seeking career development services.

Training and Materials

Career development staff must keep abreast of new processes, methods, and materials. To upgrade their skills, staff need to participate in training workshops or discussions on topics related to career development. Adequate funding should be included in the budget so staff may attend workshops, seminars, conferences, and professional association conventions. Professional literature should be purchased for staff use. Funding should provide for obtaining and training staff to use computerized career information delivery systems, assessment instruments, books and periodicals, career briefs, videotapes, and other aids.

Personnel Requirements

Counselors or other career development professionals should provide leadership and management of career development programs. In this leadership role, they are responsible for specifying program objectives, analyzing individual and group needs, developing appropriate educational and training experiences, and monitoring individual achievement. To implement the program, professional staff need to be skilled in career planning, counseling, placement, instructional design, evaluation, and management.

The size of the support staff should be sufficient to perform the secretarial tasks of reception, appointment, and scheduling, and other clerical tasks required by the program. Volunteers and community resource people are also important in the delivery of the career development program.

Recently, considerable professional interest has developed at the national level to identify competencies related to career counseling. These competencies designate general areas of knowledge and skill for professional counselors. Such groups as the National Career Development Association (NCDA) and the National Board for Certified Counselors (NBCC) have developed and endorsed a set of career counselor competencies and a process for certifying career counselors.

Drawing on the competencies created by NCDA, the National Career Development Guidelines initiative outlined competencies for staff who deliver career development programs. As shown below, they are organized in seven major areas: counseling, information, individual and group assessment, management and administration, implementation, consultation, and special populations. Career counselors who have been certified by the NBCC have demonstrated their skills in all areas. Other career development staff should be expected to have attained some, but not all, of the competencies listed.

Staff Competencies

Counseling

Knowledge of developmental issues individuals address throughout the life span.
Knowledge of counseling and career development theories and techniques.
Knowledge of decision making and transition models.
Knowledge of role relationships to facilitate personal, family, and career development.
Knowledge of different cultures to interact effectively with all populations.
Skills to build productive relationships with counselees.
Skills to use appropriate individual and group counseling techniques to assist individuals with career decisions and career development concerns.
Skills to assist individuals in identifying influencing factors in career decision making, such as family, friends, educational opportunities, and finances.
Skills to assist individuals in changing biased attitudes that stereotype others by gender, race, age, and culture.
Skills to assist individuals in understanding the relationship between interpersonal skills and success in the workplace.
Skills to assist individuals in setting goals and identifying strategies for reaching goals.
Skills to assist individuals in continually reassessing their goals, values, interests, and career decisions.
Skills to assist individuals in preparing for multiple roles throughout their lives.

Information

Knowledge of changes taking place in the economy, society, and job market.
Knowledge of education, training, employment trends, labor market, and career resources.
Knowledge of basic concepts related to career counseling such as career development, career progression, and career patterns.
Knowledge of the changing gender roles and how these impact on work, family, and leisure.
Knowledge of employment information and career planning materials.
Knowledge of employment-related requirements such as labor laws, licensing, credentialing, and certification.
Knowledge of state and local referral services or agencies for job, financial, social, and personal service.
Knowledge of federal and state legislation that may influence career development programs.
Skills to use career development resources and techniques designed for specific groups.
Skills to use computer-based career information systems.

Individual and Group Assessment

Knowledge of assessment techniques and measures of skills, abilities, aptitudes, interests, values, and personalities.
Skills to identify assessment resources appropriate for specific situations and populations.
Skills to evaluate assessment resources and techniques related so that their validity, reliability, and relationships to race, gender, age, and ethnicity can be determined.
Skills to administer, interpret, and personalize assessment data in relation to the career development needs of the individual.

Management and Administration	Knowledge of program designs that can be used in organizing career development programs. Knowledge of needs assessment techniques and practices. Knowledge of management concepts, leadership styles, and techniques to implement change. Skills to assess the effectiveness of career development programs. Skills to identify staff competencies for effective career development programs. Skills to prepare proposals, budgets, and timelines for career development programs. Skills to identify, develop, and use record keeping methods. Skills to design, conduct, analyze, and report the assessment of individual and program outcomes.
Implementation	Knowledge of program adoption and planned change strategies. Knowledge of barriers affecting the implementation of career development programs. Skills to implement individual and group programs in a variety of areas such as assessment decision making, job seeking, career information and career counseling. Skills to implement public relations efforts which promote career development activities and services. Skills to establish linkages with community-based organizations.
Consultation	Knowledge of consulting strategies and consulting models. Skills to assist staff in understanding how to incorporate career development concepts into their offerings to program participants. Skills to consult with influential parties such as employers, community groups and the general public. Skills to convey program goals and achievements to legislators, professional groups, and other key leaders.
Specific Populations	Knowledge of differing cultural values and their relationship to work values. Knowledge of unique career planning needs of minorities, women, the handicapped, and older persons. Knowledge of alternative approaches to career planning needs for individuals with specific needs. Skills to identify community resources and establish linkages to assist adults with specific needs. Skills to find appropriate methods or resources to communicate with limited English proficient individuals.

PART II: IMPLEMENTING A CAREER DEVELOPMENT PROGRAM USING THE NATIONAL CAREER DEVELOPMENT GUIDELINES

Introduction

The National Career Development Guidelines can help you establish a new career development program or review and improve an existing program. They offer you a blueprint from which to develop standards to assess the adequacy of your organization's program.

Several national trends and issues need to be considered as you begin this effort. They affect both the students you serve and your institution.

Changing Population. The population demographics are changing, and the percentage of adults is increasing rapidly. Career development programs are being challenged to respond to a greater diversity of individuals. This challenge includes the need to provide access to high quality programs that meet the unique needs of such groups as women, minorities, the poor, the handicapped and immigrants.

Changing Workplace. Adults are confronted with a rapidly changing workplace. These changes include a redistribution of available jobs, a more rapid rate of change that creates frequent career decisions, and new workplace demands for interpersonal, problem solving, and creative skills.

Family Involvement. Family members greatly influence each other's career development. The trend toward more diverse family structures highlights the need for finding effective ways to combine work and family roles.

Program Excellence. Defining program excellence is a high priority at all levels. Many national, state, and local groups are defining excellence in terms of program goals and standards. Staff are being challenged to develop programs that increase individual performance related to these standards.

Program Articulation and Coordination. Adults are served by a variety of educational institutions, agencies, and organizations. Coordination is needed to avoid duplication or gaps in the types of assistance received.

Career Development Program Benefits

In organizing the implementation process, it is important to identify benefits that will be gained from the effort. Research affirms that comprehensive career development programs, with other interventions, provide benefits which include:

Reducing individual risks by promoting higher self-esteem and improving social adjustment.

Preparing individuals for the changing workplace by increasing their understanding of the relationship between education and employment to improve career decision-making skills.

Increasing program accountability by evaluating program components through regular assessment of individual achievement.

Promoting program coordination and articulation by defining a sequence of delivery for program activities, reinforcing learning from previous levels, and reducing duplication of services.

Career Development Program Model

The major features of the model for a comprehensive career development program, shown in Figure 3, emphasize program content, process, and structure.

Figure 3 Career Development Program Model

Program Content

The content of the program is defined by the competencies and indicators and is organized around three broad areas: self-knowledge, educational and occupational exploration, and career planning. These competency areas provide the basis for your career development plans.

Program Processes

Processes are the strategies which actually deliver the program content. They include:

Outreach--Offers information to individuals about career development services available from the organization.

Counseling--Focuses on interaction between an individual or a small group and a professional counselor, helps students explore personal issues related to career development, examines how to apply information and skills learned to their personal plans, and determines individualized career plans.

Assessment--Involves the administration and interpretation of a variety of formal and informal measures and techniques to help individuals gain an understanding of their individual skills, abilities, interests, achievements, prior learning experiences, and needs.

Instruction--Includes group activities, career-related curriculum, and peer support groups that help students acquire knowledge, skills, and abilities outlined in the career development competencies.

Career Information--Includes a variety of resources, such as computer-based career information delivery systems, print and media materials, simulated activities, that provide current, unbiased information about occupations, educational programs, and employment opportunities.

Work Experience--Facilitates opportunities for students in actual work settings to test career decisions and develop effective work attitudes and behaviors.

Consultation--Expands career development resources for students by directly assisting staff, administrators, trainers, employers, and others in areas of needed expertise.

Referral--Encourages cooperation with outside organizations to offer additional services needed by students.

Placement--Organizes resources and offers assistance so that students can make successful transitions from the program to employment or further education and training.

Follow-up--Establishes and maintains long-term contact with students who have made transitions to determine effectiveness of career decisions.

Program Structure

A firm organizational structure enables successful delivery of the program processes. Generally this framework supports the program's activities and includes:

Leadership--A counselor or career development specialist who is supported by a staff team dedicated to improving career development opportunities for individuals.

Management--Top level staff organizing program planning, clarifying staff roles and responsibilities, securing resources, monitoring program delivery, and revising the program.

Personnel--Other staff, community resource persons, paraprofessionals, and volunteers who can help serve the wide range of adult career development needs through direct involvement or linkages with other organizations.

Facilities--Adequate space, materials, and equipment which ensure the delivery of career development services.

Resources--The funds required to purchase materials, equipment, and other items needed to implement a career development program.

Implementation Strategies

You may find it helpful to assess your institution's readiness to initiate a career development program by using the following checklist:

___ Our administration endorses the career development program implementation process.

___ Our staff endorses the career development program implementation process.

___ Our management and staff agree to begin the implementation process.

___ We are willing to appoint a coordinator.

___ We are willing to appoint and train a Steering Committee to manage the implementation process.

___ We are willing to appoint an Advisory Committee to provide input and review.

___ We are willing to provide adequate time for the coordinator, Steering Committee, Advisory Committee, and other staff to complete the implementation process.

___ We are willing to allocate financial resources to support the process.

___ We are willing to provide training for our staff to support the implementation process.

___ We are willing to identify and use outside resource persons to support the implementation process.

If you cannot answer yes to all the statements, you may need to invest more time in obtaining necessary management and staff commitments. This careful "pre-planning" will help the actual implementation process operate more smoothly.

The remainder of this handbook outlines a strategy to assist you in initiating or revising your career development program. The length of the process varies among institutions, but to establish a fully revised career development program requires at least a two-year commitment. Figure 4 illustrates the tasks and timelines; the strategy includes three steps--planning, development, and implementation.

Planning requires forming committees and subcommittees, conducting needs assessments, developing standards, and planning for evaluation.

Development includes effective use of committees, reviewing the current career development program, developing a revised program plan, defining staff development needs, and designing the evaluation.

Implementation focuses on continued use of committees and subcommittees, conducting staff development, implementing the revised career development program, conducting evaluation, and using evaluation results to improve the program.

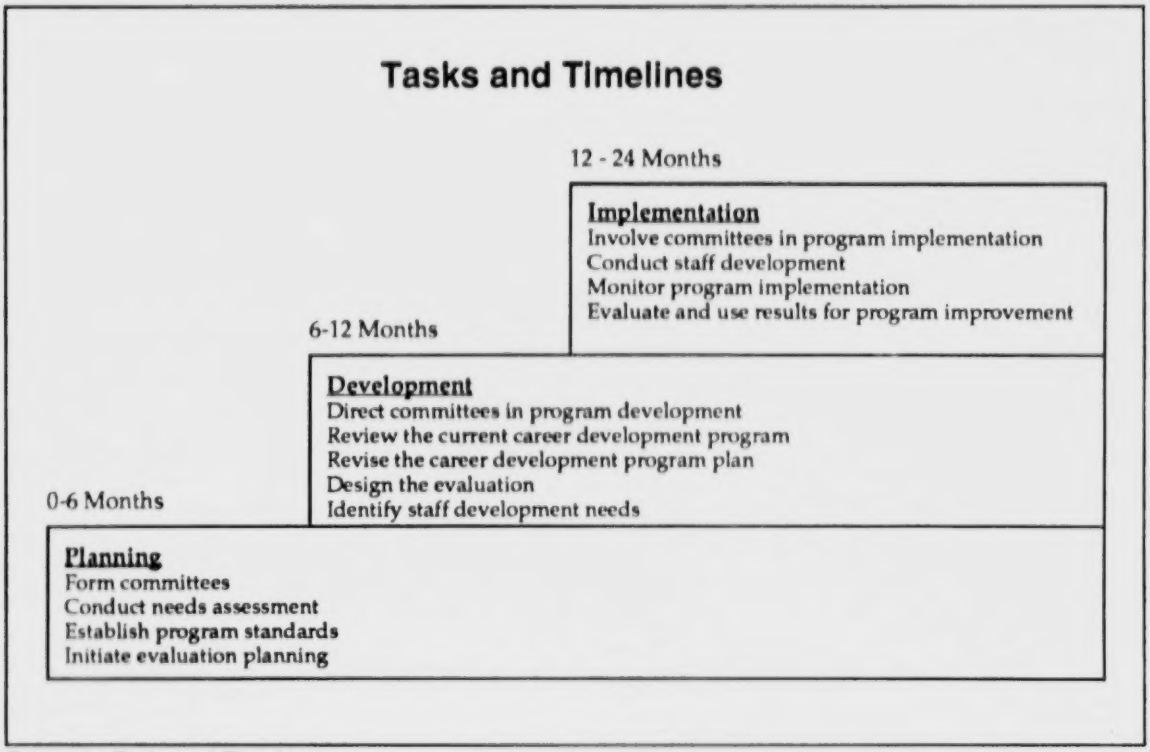

Figure 4 Tasks and Timelines

Step I: Planning

The planning phase for establishing a comprehensive career development program is typically a six month process. During this time the following tasks need to be completed:

Form committees to plan the program.

Conduct a needs assessment.

Establish program standards.

Plan for evaluation.

Form Committees

The design and delivery of career development programs require a team approach. Figure 5 illustrates a suggested organizational structure to accomplish the various tasks. Your institution may require a modification of this proposal. If some of these groups currently exist in your institution, this is an opportunity to revitalize them with new challenges.

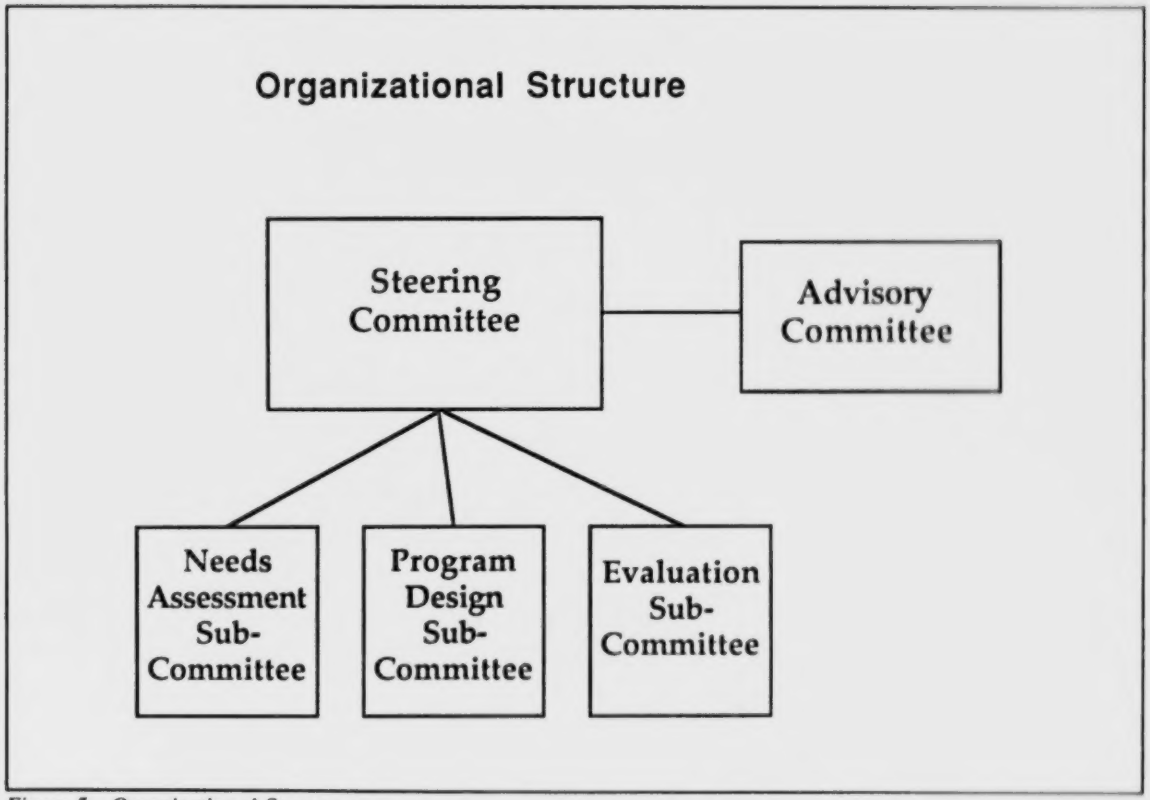

Figure 5 Organizational Structure

Identify the Steering Committee

The Steering Committee will provide leadership and coordinate the entire three step strategy. It is the policy and management group for the program. The chair, the overall program coordinator and facilitator, should be a counselor or career development specialist who is interested and committed to developing a comprehensive career development program. To be effective, the chair should be released from other assignments to manage the implementation strategy. The chair's primary responsibilities are to:

Secure administrative support.
Establish communication procedures with the management staff.
Recommend other Steering Committee members.
Plan and conduct Steering Committee meetings.
Delegate responsibility for specific tasks to committee members or other individuals and groups.

The Steering Committee size will vary according to your institution. It should be large enough to represent key groups but small enough to operate efficiently. Steering Committee members need to demonstrate an interest in career development as well as the motivation and commitment needed to implement organizational change. Administrators need to acknowledge the importance of this assignment and release members of the strategy committee from other assignments when necessary. The committee's major responsibilities are to:

Review the National Career Development Guidelines to determine their compatibility with state and organization policy, law, regulations, and philosophy.

Develop and coordinate the administration of a needs assessment.

Develop individual career development standards and the sequence of delivery.

Review the current career development program in relationship to the standards.

Develop a career development program plan.

Assess resources needed for the implementation process.

Identify factors that may support or inhibit implementation efforts.

Provide training and resource assistance to enhance program implementation.

Develop procedures for coordinating program activities with other agencies and organizations.

Design and administer evaluation measures, using the results for program improvement.

The Steering Committee will be more effective if the members receive training before taking on the major tasks to be accomplished. Qualified trainers, individuals trained through the National Career Development Guidelines initiative, are available to provide assistance. You can reach these trainers by contacting your State Occupational Information Coordinating Committee (SOICC) Director. (See Appendix E for a complete listing of SOICC contacts.)

Select Advisory Committee Members

Whereas the Steering Committee provides leadership and coordination, the Advisory Committee's roles include reviewing recommendations made by the Steering Committee, enlisting support for the revised career development program, and providing links to various constituencies. During the planning stage, you will want them to review the needs assessment procedures and results, consider and endorse the career development standards and perform other specific tasks.

Selecting the Advisory Committee may be the responsibility of the Steering Committee. Members who represent a wide range of interests and influence are desirable and can be found among:

Administrators--Representative(s) of your chief administrator or governing board help assure communication and support.

Staff--Representatives with counseling and career development expertise as well as others with differing backgrounds improve coordination of program delivery.

Students--Representative(s) can provide an important perspective and linkages to other students.

Public and Private Organizations--Representatives of outside organizations such as other educational institutions and public and private employers, offer opportunities for improved cooperation and articulation.

State-Level Personnel--Government representatives who specialize in vocational education, rehabilitation, employment service, employment and training, corrections, SOICC, career information delivery systems staff can provide information about program resources.

Counselor Educators--Professionals from colleges or universities can provide input about new career development theory and counseling approaches.

Questions to be considered as you choose Advisory Committee members include:

What groups will be represented on the committee?

Which specific individual(s) will be invited from these groups?

How will we select the chair of the Advisory Committee?

What approval do we need before inviting individuals to serve on the committee?

How often will the committee meet?

Appoint Subcommittees

Three subcommittees are illustrated in Figure 5--needs assessment, program design, and evaluation. Their responsibilities are:

Needs Assessment Subcommittee--Designs, conducts, and analyzes needs assessment efforts prior to developing or revising the career development program.

Program Design Subcommittee--Reviews current program and develops new products and services for new program implementation.

Evaluation Subcommittee--Outlines, develops, and implements the program evaluation plan.

If your institution is small, these responsibilities can be assumed by the Steering Committee. A larger institution benefits by using separate subcommittees because the Steering Committee can then focus on leadership and coordination while involving more individuals at the early stages of planning and development.

Leadership for each of the subcommittees should be the responsibility of a Steering Committee member. Subcommittee members should be selected for their interest and expertise in the area. In addition to relying on internal staff expertise, you may want to identify an external cadre of technical assistance experts for assistance.

Conduct a Needs Assessment

The primary purpose of the guidelines is to strengthen career development programs to help individuals attain career development competencies. To ensure that the competencies and indicators provided are responsive to the needs of the individuals you serve, you need to verify their appropriateness for your audience and modify them as needed before developing a final list of standards.

The most effective way to verify the competencies and indicators is to conduct a needs assessment. A needs assessment:

Identifies needs of students being served.

Provides information for program planning.

Provides information to staff and policy-makers to ensure program support.

Provides a basis for selecting and implementing program activities.

The Needs Assessment Subcommittee will be responsible for designing, conducting, and analyzing the needs assessment. Both the Steering Committee and Advisory Committee should be consulted for advice and input. If information is available from recent needs assessment or evaluation efforts, those reports should be reviewed.

It is critical that adequate resources--time and funds--be allocated for the needs assessment. Without accurate and up-to-date information, efforts to improve your program will be wasted.

There are many ways to conduct a needs assessment, and each organization must decide the best approach to use. The following outlines decisions that the subcommittee will need to make.

Identify Respondents

Two major decisions need to be made:

Which groups will be assessed?

How will these groups be sampled?

The students you serve, as well as administrators and staff, are the primary groups that should be surveyed. Subgroups of students who have unique needs--minorities, women, non-English speaking, handicapped, disadvantaged--may need to be surveyed separately. You may also find it beneficial to survey external groups, such as employers and community leaders.

If the results are to be meaningful, there must be a sample large enough to be representative of the population. Thus, it is important to consider the return expected for the survey to better estimate for the number to be surveyed.

Finalize the Needs Assessment Instrument

A measurement specialist, either a subcommittee member or outside expert, needs to be involved in deciding such issues as:

How will we develop the instrument?

What alternative forms will be developed for specific groups?

How will we format the instrument for easy tabulation?

A sample needs assessment form can be found in Appendix B for your use or adaptation. Using the competencies and indicators as the base, the instrument enables you to gather information about both the importance of the indicator as well as how many individuals currently have attained that particular knowledge, skill or ability.

Another example, adapted from a needs assessment instrument developed by Northeast Mississippi Junior College, can be found in Appendix C. The instrument was administered to a sample of the institution's students.

Different forms may be needed to assess the different groups. For example, you may wish to ask some groups--students and external groups--how important an item is. You may wish to ask staff not only how important an item is, but how well the indicator is currently being met. You may also wish to vary the length of the instrument. If the survey is too long for some groups, it may be divided into two shorter surveys, using half of the indicators for each competency on each survey.

Special attention needs to be paid to the format that is used. Structured responses--yes/no, multiple choice, scale ranking--are easier to tabulate than more open-ended responses.

Collect Data

Key questions about data collection include:

How will the surveys be administered?

Who will be responsible for administering the surveys?

What is our time schedule for administration?

How many follow-ups will we do? When will they occur? How will they be done--mail, telephone?

A plan for administering the survey must include procedures, a time schedule, and methods for follow-up to ensure an adequate response. Because the information being collected is the basis for establishing standards, it is critical that the process be conducted properly.

Analyze Data

Key issues to consider when analyzing data include:

What competencies and indicators were rated most and least important?

Did the results differ by groups?

How can we best report the results?

The data needs to be analyzed to identify the competencies and indicators which rated the greatest priority for adults to achieve. More detailed information can be obtained by performing separate analyses for each group of respondents.

Your report needs to summarize the results as well as the process used to gather the information. In addition to sharing the findings internally, you may wish to disseminate the report to a wider audience to keep the public advised about the progress the organization is making toward implementing a career development program.

Establish Program Standards

Information obtained from the needs assessment is used to verify the importance of the competencies and indicators for the students you serve. The goal is to develop a comprehensive set of individual career development competencies and indicators with standards that are measurable and that reflect the needs of the students you serve.

Select Competencies and Indicators

In order to select the appropriate competencies and indicators for your program, the Needs Assessment Subcommittee must consider key issues in this process: defining the criteria that will be used for selection of competencies and indicators, determining who will be involved in the process, and completing the final selection process. To guide this process, keep in mind that:

The number of selected indicators should be comprehensive and include all indicators that have been rated as important. The average ratings on importance may fall so low that you will need to decide whether the indicator is relevant to your organization.

New indicators recommended during the needs assessment will only be added if the Steering Committee believes they are important.

Establish Standards for the indicators

Once indicators have been selected, standards can be developed. Standards for replace the indicators and specify the level or rate of performance.

Indicators describe specific knowledge, skills, and abilities that adults need to develop to achieve a competency. **Standards** state how and at what level or rate the adult will achieve that indicator.

Sample Indicator. Individuals will identify the diverse job opportunities available to an individual with a given set of occupational skills.

Sample Standard. Individuals will use **at least three** sources of career information to develop a list of **at least three** specific occupations related to their individual skills.

An example of standards developed by Sierra College, California, can be found in Appendix C. Although the sample shows indicators and standards for only one competency, the project has developed standards for all competency areas.

Develop Sequence for Delivery

After standards have been developed, a sequence must be developed to outline at what point students should receive the assistance that will enable them to achieve the competencies. These principles can guide the process:

The sequence of delivery will reflect student readiness.

The sequence of delivery will be compatible with other programs in the institution.

The needs assessment information about student achievement will be used to determine the sequence of delivery.

A sample form in Appendix B illustrates a process for developing a sequence of delivery across the student's program experiences.

Document Mission and Standards

After the competencies and indicators have been selected and standards developed, the Steering Committee needs to develop a description of the mission of your career development program. It should be supported by your program's competencies and indicators with standards. The document should be submitted to the Advisory Committee for review and recommendations. Upon revision, the document will become the first part of your Career Development Program Plan.

An example of a mission statement can be found in Appendix C. It is adapted from the statement of purpose of the project conducted at Scott Community College, Iowa.

Obtain Administrative Endorsement

Administrative endorsement of the mission, competencies, and indicators with standards should be obtained for full agency or organization support. This endorsement can also be used for public information purposes to gain internal and external support.

Plan for Evaluation

Effective career development programs use the ongoing processes of review and revision. Before beginning program development, it is important to outline the process to be used to evaluate its effectiveness.

Evaluation is the comparison of performance against standards to determine discrepancies between intended and actual results. Two major types of evaluation are needed to provide information for program decisions: process and product evaluation. Figure 6 outlines the process.

Process evaluation reviews the program's procedures, structure, and schedule. It addresses such questions as:

Was the program fully implemented within the specified timelines?

What problems were encountered in implementing the program?

Was the program structure fully implemented?

What changes are needed based on the implementation experience?

Product evaluation assesses the extent to which the program was effective in helping students attain the competencies as specified by the standards. It provides information needed to identify discrepancies between desired and actual individual performance.

Questions to be addressed include:

Are there existing measures for our standards in standardized instruments, statewide assessment programs, or tests that have been developed within our district?

Are there examples of types of measures that would be helpful in designing measures?

What assistance should be provided to design teams as they select and/or develop the measures?

How will we monitor the process?

How will we finalize measures for administration by program staff?

In planning the evaluation the Evaluation Subcommittee needs to remember some key principles. It is important to involve groups that will be affected by the evaluation. Use of the Steering Committee and Advisory Committee for advice should ensure this. Another consideration is that the evaluation should protect the rights and welfare of those providing information. Finally, evaluation plans should be reviewed to be sure that personal feelings and biases do not distort the evaluation.

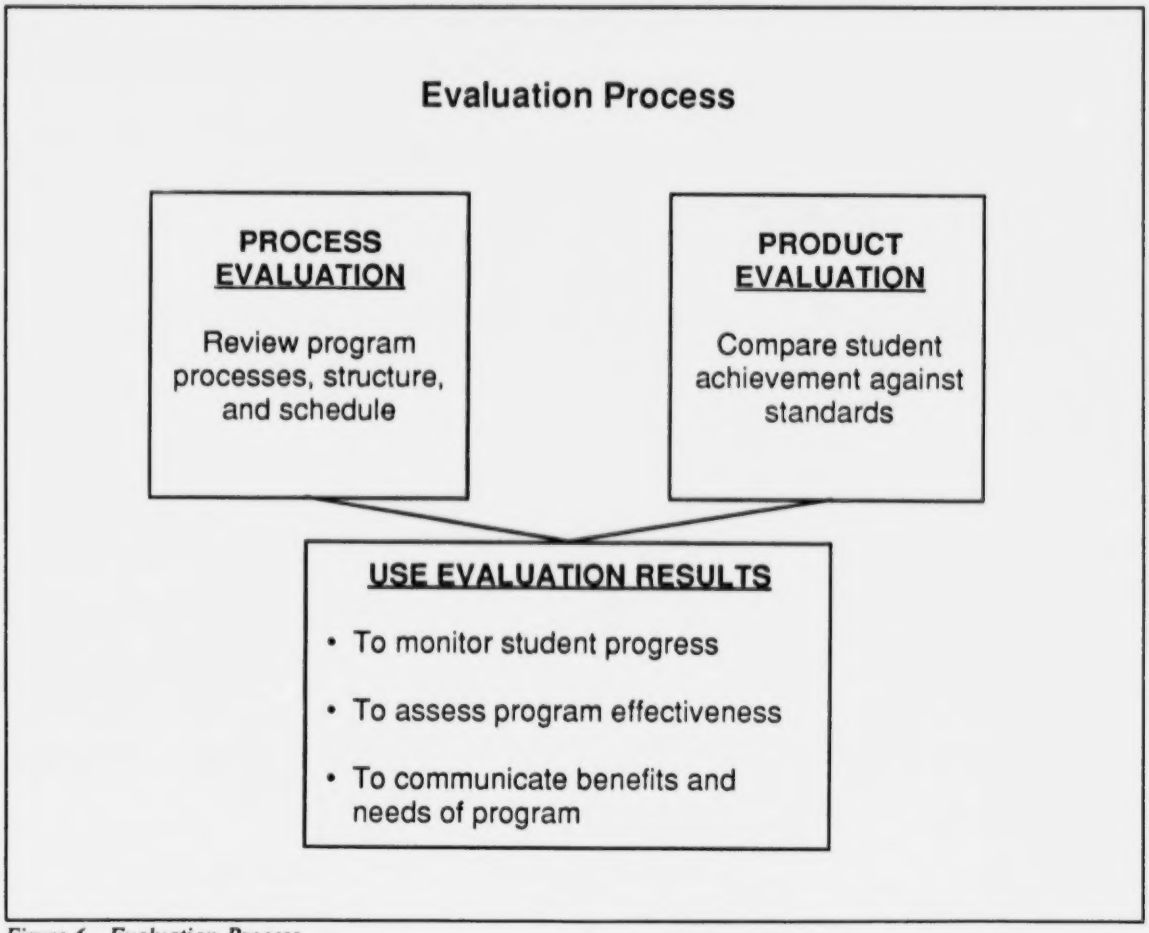
Evaluation Process
PROCESS EVALUATION
Review program processes, structure, and schedule
PRODUCT EVALUATION
Compare student achievement against standards
USE EVALUATION RESULTS
• To monitor student progress
• To assess program effectiveness
• To communicate benefits and needs of program

Figure 6 Evaluation Process

Summary of Planning Tasks

Form committees

- Identify the Steering Committee
- Select Advisory Committee members
- Appoint subcommittees

Conduct a needs assessment

- Identify respondents
- Finalize the needs assessment instrument
- Collect data
- Analyze data

Establish program standards

- Select competencies and indicators
- Establish standards for the indicators
- Develop sequence for delivery
- Document mission and standards
- Obtain management endorsement

Plan for evaluation

Step II: Development

The timeline for the development phase depends on how comprehensive your current program is and on the data gathered during planning. For some institutions with little or no program in place, the development phase may take six months. For those who have existing programs, the revision process should require less time. This section describes five actions necessary for program development.

Direct committees in program development.

Review the current career development program.

Revise the career development program plan.

Design the evaluation.

Identify staff development needs.

Direct Committees

The development phase requires an extensive amount of time and effort on the part of the Steering and Advisory Committees as well as the various subcommittees. The Steering Committee should provide leadership and management to ensure that all activities are taking place on schedule and will result in a high quality effort. The Advisory Committee should continue to meet to review progress and provide advice and counsel. Two subcommittees--Program Design and Evaluation--have important roles in program development. Some responsibilities overlap, and it is important that the Steering Committee Chair meets regularly with the Subcommittee Chairs to ensure communication among the groups.

During development, the Steering Committee needs to pay special attention to issues related to program articulation, ensuring that the program is coordinated with those offered by other agencies, institutions, and organizations so that:

Individual programs meet the career development needs of all students served.

Unnecessary duplication of learning both within and across levels is reduced.

Continuity of career development assistance to the individual is assured across the lifespan.

In cooperation with representatives from several organizations (e.g., secondary and postsecondary institutions, community-based organizations, the state employment service, business and industry), a plan should be developed that includes procedures for 1) sequencing offerings, 2) coordinating program activities, and 3) communicating information about individuals' career development achievement across the program levels. Sequencing should specify when career development competencies will be introduced, and when they will be reinforced at subsequent levels. Program activity coordination should describe procedures to avoid duplication, to share facilities and resources when feasible, and to capitalize on staff expertise. Finally, information about individuals' career development achievement needs to be shared across all levels.

Review the Current Career Development Program

A program review enables you to determine how well your current program activities relate to the standards you have established. To conduct this review, your Program Design Subcommittee must identify the information needed, collect and analyze the information, and set program priorities.

Identify Types of Information Needed

Specific questions need to be addressed in order to review a career development program:

What processes and activities are being used to achieve each standard?

What audience is being reached by these processes and activities?

What are the strengths of the current program?

What areas need to be improved?

What are some recommendations for change?

A sample Career Development Program Review Form is provided in Appendix B. It is organized so that you can gather full information about the effectiveness of your current program's content and structure.

A sample form, adapted from the Mississippi project, is illustrated in Appendix C. Mississippi project staff found that the checklist allowed organizations to compare their programs to the comprehensive program proposed by the guidelines.

Collect Information

Possible sources of information that can be used during the review include the current career development program plan, program outlines, curriculum/training guides, interviews with career development staff, and program participants. Issues to be decided include:

What sources of information will be used?

Who will be involved in collecting the information?

What is the timeline for completing the review?

Who will collate the review information?

Set Program Improvement Priorities

Issues to be resolved in setting priorities for improving your program include:

What are the strengths and weaknesses of the current program related to each of the standards?

How do these strengths and weaknesses compare to the needs assessment results?

What are the strengths and weaknesses of our current program structure?

Based on the needs of the adults we serve and our program strengths and weaknesses, what are the priorities for program improvement?

A final summary of the program review will need to be developed that provides an overview of program strengths and weaknesses and identifies priorities for program improvement. This will provide the direction to revise your program. It can also be used by the Steering Committee to gain management support for the program improvement process.

Revise the Career Development Program Plan

If the scope of changes is large, it may be helpful to conduct program revision in two or three one-year phases. For example, during the first year the competencies in highest need of improvements can be addressed, followed by those of moderate need, and finally those least needed. To complete the plan, the Program Design Subcommittee must obtain new program ideas, design the revised and improved program, and complete the new career development program plan.

Obtain New Program Ideas

Figure 7 lists suggested sources for a variety of strategies that the subcommittee can use to find information about new career development processes and activities. Although you may not have time or resources to use all of these, there are many tested activities available for you to use or adapt.

Design the Improved Program

Depending upon the scope and timeline of the revision, the Program Design Subcommittee may need to be supported by *specific design teams* to develop new processes and activities. The teams will need to work closely with the Evaluation Subcommittee to select existing measures or develop new measures using the newly developed program standards as they design activities.

It is important to provide the design teams with the time and resources needed to complete the work. The design process will focus on selecting existing activities or developing new activities to support each standard. The design teams will review information that has been collected about new career development activities and select appropriate ones to use in the revised program. In selecting new activities questions to ask are:

What evidence is there that the activity is effective?

Is the activity appropriate for the needs of the adults we serve?

Do our staff have the expertise needed to implement the activity?

Will resources be available to implement the activity?

If activities cannot be identified from existing resources, the design teams will need to develop them.

Document the Improved Program

The final task is to document the changes by continuing the development of the Career Development Program Plan. During the planning step, the mission statement and standards section of the plan were completed. During this step, the following sections will be completed:

Program Description. This section contains an overview of program processes organized by each of the competencies and standards. For each standard, the following will be described:

Processes--The specific procedure for each standard including outreach, counseling, assessment, training, career information, work experience, consultation, referral, placement, and follow-up.

Activities--The specific activities for each standard.

Audiences--The individuals who will experience each activity.

Staff--The staff who will deliver the activities for each standard.

Schedule--A timeline stating when each of the activities will begin and end.

Sources of Information on Program Activities

Program Resource Materials.
Appendices B and D contain listings of program resource materials that have been developed by states, professional associations, publishers, and other organizations. These materials address the development and implementation of standards, and illustrate a variety of career development program activities that are options for your program improvement efforts.

State and Federal Guidelines.
Check with state agency staff to identify any state-level materials that might suggest program options. Also, consult federal legislation and rules and regulations for programs receiving federal funds.

Conferences and Workshops.
Attend conferences and workshops to obtain information about new program activities.

Visitations.
Visit exemplary programs in your state to observe the program and talk with staff in order to gain more information about how to implement the activity in your institution.

National Clearinghouses.
The Educational Resources Information Center (ERIC) has a computer database of information on all types of programs. Other clearinghouses include the National Rehabilitation Information Center and the National Alliance of Business Clearinghouse. You can use ERIC at many information resource centers at state department of education or college libraries. For more specific information, contact the ERIC Clearinghouse on Counseling and Personnel Services, School of Education, University of Michigan, Ann Arbor, MI 48109.

National Occupational Information Coordinating Committee (NOICC) and State Occupational Information Coordinating Committees (SOICCs).
The National and State Occupational Information Coordinating Committees are mandated to help meet the career decision-making needs of youth and adults. Most states now have computer-based delivery systems (CIDS) that are essential components of comprehensive career development programs at all educational levels. Many states also produce a variety of other materials such as career tabloids, career briefs, audiovisual products, occupational outlook handbooks, and directories. For more information, contact the Director of your SOICC.

Consultants.
Possible resource people include staff in your agency, counselors from other human services agencies, state agency staff, SOICC and CIDS directors, and counselor educators from colleges and universities in your state.

Professional Associations
A number of national and state professional associations are committed to providing information to improve career counseling and development programs. Major associations with this mission are the National Career Development Association, National Employment Counselor Association, American Rehabilitation Counselor Association, Public Offenders Counselor Association, The American Mental Health Counselor Association, divisions of the American Association for Counseling and Development; Guidance Division of the American Vocational Association; American Society for Training and Development; American Association of Adult and Continuing Education; and National Rehabilitation Association. These associations publish journals and books, conduct conferences, support state branches, and provide resource services related to career counseling and development programs.

Figure 7 Sources of Information on Program Activities

Program Structure. The program's support framework will be described specifically through the following:

Leadership--A description of who will manage the program including their roles and responsibilities and support requirements such as released time.

Staffing--A description of each type of staff (or specific staff member) who has a role in the program.

Facilities--A listing of the types of facilities needed to conduct the program including physical space, equipment, materials and supplies.

Budget--A formal budget detailing by line item the financial support required.

Management Plan--A management plan that describes all management tasks needed to ensure successful implementation of the program including the areas of coordination, evaluation and research, public relations, articulation, and staff development.

Program Schedule. A specific timeline for the delivery of the program with the activities listed by month and groups served.

A Career Development Program Plan Form and an Activity Selection and Design Form to help you gather the necessary information are contained in Appendix B.

Design the Evaluation

The Evaluation Subcommittee will determine procedures for conducting the process and product evaluation of the new program. A summary of this plan will be documented and included as the last element of the Career Development Program Plan.

Outline Evaluation Tasks

At this stage the Evaluation Subcommittee, with input and approval from the Steering Committee, must determine the tasks for the program evaluations. Such tasks are included in the following areas:

Evaluation Focus--identify procedures for evaluating how well the individual meets the standards, how effectively the program has been developed, and how effective the staff delivers it.

Evaluation Management Plan--Determine what tasks need to be completed, what resources are needed to complete the task, who is responsible, and the timelines for their completion.

Information to be Collected--Identify sources of evaluation information, select methods to collect information, decide how much information is needed (e.g., all adults served or a sample), and plan data collection procedures and logistics.

Analysis and Interpretation Procedures--Determine how returned data will be handled, verified for completeness and quality, analyzed, and interpreted.

Reporting of the Results - Identify potential audiences to be reached and outline various report formats and procedures.

Identify Process Evaluation Procedures

This process will follow the same general procedures that were used to conduct a review of the career development program. The difference is that the process evaluation will focus on reviewing the implementation of your improved care er development program. Specific questions need to be addressed:

What aspects of our career development program do we want to evaluate?

How should we obtain this information?

A list of process evaluation questions that relate to the Career Development Program Plan is illustrated in Figure 8.

Identify Product Evaluation Procedures

Measuring individual achievement in career development is similar to measuring achievement in other skill areas. Measurement might take the form of standardized tests, observation, systems for monitoring individual performance, or interviews with former program participants. Figure 9 describes several methods and techniques for measuring career development standards.

While designing the product evaluation, the Evaluation Subcommittee will need to select existing measures or create new measures to assess individual performance on the standards. The competencies cover a variety of knowledge, skills, and abilities across cognitive, affective, and psychomotor areas. The emphasis is not only on knowledge but also on the application of knowledge in career planning. Because career development competencies are diverse and focus on personal application in a variety of situations, measures will also be diverse and creative. A Measure Selection and Development Form is illustrated in Appendix B to help you organize your evaluation processes.

Identify Staff Developmental Needs

Successful implementation of the improved career development program will depend on the extent to which staff have developed the competencies needed to coordinate and implement the program. Because the career development program includes a wide range of knowledge, skills, and abilities for individuals to achieve, staff also need to evolve a wide range of skills.

Staff will need professional development experiences to strengthen their skills related to career development activities. Areas of need will include applying counseling skills to career development goals, developing curriculum or training activities, identifying and using career information resources, conducting individual and group assessment activities, consulting effectively, coordinating the career development program, and meeting the career development needs of special populations.

Self-assessment is one way in which staff can determine their strengths and weaknesses. A sample Self-Assessment Form can be found in Appendix B that describes one technique using the competencies listed in Part I. It can be modified for wider use by adding competencies needed by other staff.

Process Evaluation Questions

This list of suggested questions help you evaluate your Career Development Program Plan.

1. Mission

a. Is the mission still appropriate or will it be revised?

2. Career Development Standards

a. Does the program address all of the competencies and indicators?
b. Does the program deliver these as specified in the sequence of delivery?

3. Program Processes

a. Were the activities for each indicator conducted?
b. Were they provided to all intended participants?
c. Were they delivered as scheduled?
d. Were there problems in delivery of specific activities?
e. Are there suggested improvements for specific activities?

4. Program Structure

Leadership

a. Did the program leader carry out his or her responsibilities?
b. Did he or she have adequate time to coordinate the program?
c. What problems did he or she have in coordinating the program?

Staffing

a. Did each program staff member carry out his or her responsibilities?
b. Did he or she have adequate time to complete these responsibilities?
c. What problems did staff encounter in delivering the program?

Facilities

a. Is adequate and appropriate physical space provided for the program? If not, what improvement is needed?
b. Is adequate equipment provided for the program? If not, what additional materials are needed?
c. Are necessary materials provided for the program? If not, what additional materials are needed?
d. Are necessary supplies provided for the program? If not, what additional supplies are needed?

Budget

a. Were adequate financial resources provided for the program? What additional financial resources are needed?

Management

a. Were the tasks specified on the management plan completed as scheduled?
b. Is the program coordinated with other programs? Are there any coordination problems? How might coordination be improved?
c. Were the measures developed for each of the standards? Were they administered on schedule?
d. Was a summary report of individual and group attainment of competencies and indicators developed?
e. What public relations activities were conducted? What additional activities might be conducted?
f. Were staff development needs assessed? Were individual and group staff development plans developed? Did staff receive adequate orientation to the revised program? Did they receive other staff development experiences? What additional staff development needs have been identified?
g. Has a plan been developed to support coordination with other agencies and/or postsecondary educational institutions? Has the plan been implemented?

Figure 8 Process Evaluation Questions

Sources and Methods of Data Collection

Standardized Career Development Instruments

Career development instruments are a fairly recent development in standardized testing. These are discussed in *A Counselor's Guide to Career Assessment Instruments* (Kapes and Mastie, 1988). This publication and the publishers' test manuals identify standardized instruments for use in program evaluation.

Locally Developed Career Assessment Measures.

Using individual career development competencies, the staff can design measure for specific indicators.

Follow-up Studies.

Many organizations conduct regular follow-up studies of their former program participants. Information on these experiences can be very helpful in determining the extent to which individuals have been able to apply career development competencies to career decisions such as gaining employment or selecting further educational opportunities.

Interviews

Interviewing is a data collection technique in which information about individuals' achievement levels can be obtained through one-to-one conversation. Typically, these interviews are conducted in person; however, they may also be conducted by telephone. A set of structured interview questions forms the basis for the interview. This method provides the interviewer an opportunity to probe for further information if warranted by the initial response.

Diaries and Journals

Self-reporting written logs and journals are designed to measure individuals' activities, attitudes and feelings. They are subjective and provide indicators of growth and change.

Checklists

It is often convenient and effective to develop checklists of behaviors, events, characteristics, or skills. In an obtrusive, systematic way, observations of the individuals can then be made and recorded as they engage in program activities and interact with others.

Observations.

Observations can be effective for assessing achievement of competencies. Methods for recording observations can range from systematic observation instruments to audio or videotaping.

Simulations.

Simulated situations, such as videotapes of group situations, can be used to provide a stimulus for assessment items that measure understanding of career development competencies.

Role Playing Situations.

Role playing situations can provide an opportunity for individuals to demonstrate behaviors and applications of knowledge in "lifelike" situations.

Paper and Pencil Tests.

Objectively written test items can be developed to assess career development performance indicators. These can include multiple-choice, fill-in, true-false, etc. They are most effective in assessing cognitive competencies and indicators.

Planned Forms.

A variety of forms that provide the opportunity for individuals to describe their career-related plans can provide assessment information particularly in the career decision-making area. An example of this is the Individual Career Plan found in Appendix B.

Figure 9 Sources and Methods of Data Collection

Summary of Development Tasks

Direct committees

Review the current career development program

- Identify types of information needed
- Collect information
- Set program improvement priorities

Revise the career development program plan

- Obtain new program ideas
- Design the improved program
- Document the improved program

Design the evaluation

- Outline evaluation tasks
- Identify process evaluation procedures
- Identify product evaluation procedures

Identify staff development needs

Step III: Implementation

The Career Development Program Plan provides the structure for implementing the revised program by specifying program processes, structure and schedule. Major tasks in this area are:

Involve committees in program implementation.

Conduct staff development.

Monitor program implementation.

Evaluate and use results for program improvement.

Involve Committees

The commitment and hard work of the committees and subcommittees during the planning and development steps shows results during implementation. The Steering Committee plays the active role of managing the implementation process while the Advisory Committee assesses the evaluation results and provides advice for future development.

The Program Design and Evaluation Task Subcommittees continue to be actively involved in this stage. The Program Design Subcommittee and teams refine the delivery of the activities. The Evaluation Subcommittee will implement the evaluation to determine how effective the new program is in assisting individuals to meet the career development standards.

Conduct Staff Development

The Steering Committee supervises an initial orientation to the improved program for other staff who will be involved in program implementation. This orientation can be conducted with the total staff group or with smaller groups. This intensive orientation provides an overview of the improved program and specific training on how to conduct new activities.

Based on the self-assessment of staff development needs, the Steering Committee arranges professional development activities for groups and individual staff development experiences. Figure 10 suggests various types of staff development activities.

Monitor Program Implementation

The management and program schedule sections of the Career Development Program Plan provide a basis for monitoring program implementation. The schedules can be reviewed by the Steering Committee on a regular basis to identify any problems. If problems are identified, the sources of the problems such as lack of time, resources, and/or skills should be identified and workable solutions found immediately.

Individual staff members can be encouraged to monitor their own activities using the program schedule. Regular meetings with the career development program staff can provide an opportunity to identify staff concerns, share successes, clarify the program schedule, and identify design problems with specific activities.

Evaluate and Use Results for Program Improvement

In accordance with the evaluation schedule, the Evaluation Subcommittee will manage both aspects of program evaluation, namely process and product. The uses of evaluation results include:

Comparing the achievement of individuals against the career development standards and developing a plan for increasing individual achievement.

Staff Development Activities

Formal Graduate-Level Coursework.
Graduate-level coursework in career development, counseling, testing and assessment, and career information.

Improved Career Decision-Making Course (ICDM).
The ICDM materials have been developed through support from the National Occupational Information Coordinating Committee (NOICC). ICDM is a sequential, integrated, and comprehensive curriculum that is designed to provide counselors with an understanding of labor market information and operations resources that can be used to help individuals make informed career decisions. Contact the Director of your State Occupational Information Coordinating Committee or State Agency Director to arrange training.

Workshops and Conferences.
Conferences and workshops may include activities sponsored by professional associations or qualified providers. The recent focus on national credentialing of counselors has stimulated a variety of professional development workshops.

Site Visits.
Visits to other programs allow career development staff to observe successful programs and career development activities, and question others about how to use the activities most effectively.

Independent Study.
Recommendations for independent learning materials and experiences can be obtained from the agency administrator, staff resource center, state agency personnel, or counselor educators.

Inservice Education and Supervision.
Inservice programs can be conducted by counselor educators, state agency staff, or other qualified continuing education providers. Also, consultation, role playing, video feedback, and other supervisory activities can help improve counselor competencies.

Figure 10 Staff Development Activities

Determining the effectiveness of the revised program for enhancing attainment of the career development standards.

Communicating the strengths, benefits, and needs of the career development program.

Monitor Individual Achievement

An Individual Career Plan may be used to monitor and strengthen individual achievement of the program standards. A sample form is shown in Appendix B. The profile of achievement for individuals can also be used to customize program activities and help individuals formulate career plans.

Determine Effectiveness of the Program

The results of the evaluation can be summarized to describe the strengths and weaknesses of your program related to each of the competencies. The Steering and Advisory Committees need to examine the results and set program improvement priorities. They ought to consider the following questions:

What were the achievement levels of the individuals on our career development standards?

Which standards were achieved at the individual criteria level?

Which standards were achieved at the group criteria level?

Were the program activities fully implemented according to schedule?

Was the program structure fully implemented?

What are the priorities for program improvement?

A final written report should be developed that summarizes program strengths and weaknesses, identifies priorities for program improvement and suggests improvements in the evaluation procedures. When program improvement priorities have been established, the Steering Committee needs to involve the subcommittees in implementing needed improvements.

Communicate Strengths, Needs, and Benefits of the Program

The Steering Committee will use the Career Development Program Plan and the Final Evaluation Report to communicate the strengths, needs, and benefits of the program to key groups. Sharing this information increases awareness and understanding, strengthens support, and justifies the use of resources.

Summary of Implementation Tasks

Involve committees and subcommittees

Conduct staff development

Monitor program implementation

Evaluate and use results from program improvement

Monitor student achievement

Determine effectiveness of the program

Communicate strengths, needs, and benefits of the program.

APPENDIX A: COMPETENCIES AND INDICATORS

Elementary Level
Middle/Junior High School Level
High School Level
Adult Level

ELEMENTARY SCHOOL STUDENT

Competencies and Indicators

Self-Knowledge

COMPETENCY I: Knowledge of the importance of self-concept.

Describe positive characteristics about self as seen by self and others.
Identify how behaviors affect school and family situations.
Describe how behavior influences the feelings and actions of others.
Demonstrate a positive attitude about self.
Identify personal interests, abilities, strengths, and weaknesses.
Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact with others.

Identify how people are unique.
Demonstrate effective skills for interacting with others.
Demonstrate skills in resolving conflicts with peers and adults.
Demonstrate group membership skills.
Identify sources and effects of peer pressure.
Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Awareness of the importance of growth and change.

Identify personal feelings.
Identify ways to express feelings.
Describe causes of stress.
Identify and select appropriate behaviors to deal with specific emotional situations.
Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
Demonstrate knowledge of good health habits.

Educational and Occupational Exploration

COMPETENCY IV: Awareness of the benefits of educational achievement.

Describe how academic skills can be used in the home and community.
Identify personal strengths and weaknesses in subject areas.
Identify academic skills needed in several occupational groups.
Describe relationships among ability, effort and achievement.
Implement a plan of action for improving academic skills.
Describe school tasks that are similar to skills essential for job success.
Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.

Identify different types of work, both paid and unpaid.
Describe the importance of preparing for occupations.
Demonstrate effective study and information-seeking habits.
Demonstrate an understanding of the importance of practice, effort, and learning.
Describe how current learning relates to work.
Describe how one's role as a student is like that of an adult worker.

Elementary School Student Competencies and indicators-Cont'd

COMPETENCY VI: Skills to understand and use career information.

Describe work of family members, school personnel, and community workers.
Identify occupations according to data, people and things.
Identify work activities of interest to the student.
Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
Describe jobs that are present in the local community.
Identify the working conditions of occupations (e.g., inside/outside, hazardous).
Describe way in which self-employment differs from working for others.
Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.

Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
Demonstrate positive ways of performing working activities.
Describe the importance of cooperation among workers to accomplish a task.
Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.

Describe how work can satisfy personal needs.
Describe the products and services of local employers.
Describe ways in which work can help overcome social and economic problems.

Career Planning

COMPETENCY IX: Understanding how to make decisions.

Describe how choices are made.
Describe what can be learned from making mistakes.
Identify and assess problems that interfere with attaining goals.
Identify strategies used in solving problems.
Identify alternatives in decision-making situations.
Describe how personal beliefs and attitudes effect decision-making.
Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.

Describe the various roles and individual may have (e.g., friend, student, worker, family member).
Describe work-related activities in the home, community and school.
Describe how family members depend on one another, work together and share responsibilities.
Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.

Describe how work is important to all people.
Describe the changing life roles of men and women in work and family.
Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.

Describe the importance of planning.
Describe skills needed in a variety of occupational groups.
Develop an individual career plan for the elementary school level.

MIDDLE/JUNIOR HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Knowledge of the influence of a positive self-concept.

Describe personal likes and dislikes.
Describe individual skills required to fulfill different life roles.
Describe how one's behavior influences the feelings and actions of others.
Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact with others.

Demonstrate respect for the feelings and beliefs of others.
Demonstrate an appreciation for the similarities and differences among people.
Demonstrate tolerance and flexibility in interpersonal and group situations.
Demonstrate skills in responding to criticism.
Demonstrate effective group membership skills.
Demonstrate effective social skills.
Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change.

Identify feelings associated with significant experiences.
Identify internal and external sources of stress.
Demonstrate ways of responding to others when under stress.
Describe changes that occur in the physical, psychological, social and emotional development of an individual.
Describe physiological and psychological factors as they relate to career development.
Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

Educational and Occupational Exploration

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.

Describe the importance of academic and occupational skills in the work world.
Identify how the skills taught in school subjects are used in various occupations.
Describe individual strengths and weaknesses in school subjects.
Describe a plan of action for increasing basic educational skills.
Describe the skills needed to adjust to changing occupational requirements.
Describe how continued learning enhances the ability to achieve goals.
Describe how skills relate to the selection of high school courses of study.
Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationship between work and learning.

Demonstrate effective learning habits and skills.
Demonstrate an understanding of the importance of personal skills and attitudes to job success.
Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

Middle/Junior High School Student Competencies and indicators-Cont'd

COMPETENCY VI: Skills to locate, understand, and use career information.
- Identify various ways that occupations can be classified.
- Identify a number of occupational groups for exploration.
- Demonstrate skills in using school and community resources to learn about occupational groups.
- Identify sources to obtain information about occupational groups including self employment.
- Identify skills that are transferable from one occupation to another.
- Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.
- Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
- Describe terms and concepts used in describing employment opportunities and conditions.
- Demonstrate skills to complete a job application.
- Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.
- Describe the importance of work to society.
- Describe the relationship between work and economic and societal needs.
- Describe the economic contributions workers make to society.
- Describe the effects that societal, economic, and technological change have on occupations.

Career Planning

COMPETENCY IX: Skills to make decisions.
- Describe personal beliefs and attitudes
- Describe how career development is a continuous process with series of choices.
- Identify possible outcomes of decisions.
- Describe school courses related to personal, educational and occupational interests.
- Describe how the expectations of others affect career planning.
- Identify ways in which decisions about education and work relate to other major life decisions.
- Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
- Identify the requirements for secondary and postsecondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.
- Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
- Identify how work roles at home satisfy needs of the family.
- Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
- Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
- Describe advantages and disadvantages of various life role options.
- Describe the interrelationships between family, occupational, and leisure decisions.

Middle/Junior High School Student Competencies and indicators-Cont'd

COMPETENCY XI: Knowledge of different occupations and changing male/female roles.

Describe advantages and problems of entering nontraditional occupations.
Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: Understanding the process of career planning.

Demonstrate knowledge of exploratory processes and programs.
Identify school courses that meet tentative career goals.
Demonstrate knowledge of academic and vocational programs offered at the high school level.
Describe skills needed in a variety of occupations, including self-employment.
Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Understanding the influence of a positive self-concept.

Identify and appreciate personal interests, abilities, and skills.
Demonstrate the ability to use peer feedback.
Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
Demonstrate an understanding of environmental influences of one's behaviors.
Demonstrate an understanding of the relationship between personal behavior and self-concept.

COMPETENCY II: Skills to interact positively with others.

Demonstrate effective interpersonal skills.
Demonstrate interpersonal skills required for working with and for others.
Describe appropriate employer and employee interactions in various situations.
Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding the impact of growth and development.

Describe how developmental changes affect physical and mental health.
Describe the effect of emotional and physical health on career decisions.
Describe healthy ways of dealing with stress.
Demonstrate behaviors that maintain physical and mental health.

Educational and Occupational Exploration

COMPETENCY IV: Understanding the relationship between educational achievement and career planning.

Demonstrate how to apply academic and vocational skills to achieve personal goals.
Describe the relationship of academic and vocational skills to personal interests.
Describe how skills developed in academic and vocational programs relate to career goals.
Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
Describe how learning skills are required in the workplace.

COMPETENCY V: Understanding the need for positive attitudes toward work and learning.

Identify the positive contributions workers make to society.
Demonstrate knowledge of the social significance of various occupations.
Demonstrate a positive attitude toward work.
Demonstrate learning habits and skills that can be used in various educational situations.
Demonstrate positive work attitudes and behaviors.

High School Student Competencies and Indicators-Cont'd

COMPETENCY VI: Skills to locate, evaluate and interpret career information.

Describe the educational requirements of various occupations.
Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
Describe the concept of career ladders.
Describe the advantages and disadvantages of self-employment as a career option.
Identify individuals in selected occupations as possible information resources, role models, or mentors.
Describe the influence of change in supply and demand for workers in different occupations.
Identify how employment trends relate to education and training.
Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.

Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
Demonstrate academic or vocational skills required for a full or part-time job.
Demonstrate skills and behaviors necessary for a successful job interview.
Demonstrate skills in preparing a resume and completing job applications.
Identify specific job openings.
Demonstrate employability skills necessary to obtain and maintain jobs.
Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
Demonstrate an understanding that job opportunities often require relocation.
Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.

Describe the effect of work on lifestyles.
Describe how society's needs and functions affect the supply of goods and services.
Describe how occupational and industrial trends relate to training and employment.
Demonstrate an understanding of the global economy and how it affects each individual.

High School Student Competencies and indicators-Cont'd

Career Planning

COMPETENCY IX: Skills to make decisions.

Demonstrate responsibility for making tentative educational and occupational choices.
Identify alternatives in given decision-making situations.
Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
Identify steps to apply for and secure financial assistance for postsecondary education and training.

COMPETENCY X: Understanding the interrelationship of life roles.

Demonstrate knowledge of life stages.
Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
Describe ways in which occupational choices may affect lifestyle.
Describe the contribution of work to a balanced and productive life.
Describe ways in which work, family, and leisure roles are interrelated.
Describe different career patterns and their potential effect on family patterns and lifestyle.
Describe the importance of leisure activities.
Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding the continuous changes in male/female roles.

Identify factors that have influenced the changing career patterns of women and men.
Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
Identify courses appropriate to tentative occupational choices.
Describe the advantages and problems of nontraditional occupations.

COMPETENCY XII: Skills in career planning.

Describe career plans that reflect the importance of lifelong learning.
Demonstrate knowledge of postsecondary vocational and academic programs.
Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
Describe school and community resources to explore educational and occupational choices.
Describe the costs and benefits of self-employment.
Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
Demonstrate skills necessary to compare education and job opportunities.
Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

ADULT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Skills to maintain a positive self concept.

Demonstrate a positive self-concept.
Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
Identify achievements related to work, learning, and leisure and their influence on self perception.
Demonstrate a realistic understanding of self.

COMPETENCY II: Skills to maintain effective behaviors.

Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
Identify symptoms of stress.
Demonstrate skills to overcome self-defeating behaviors.
Demonstrate skills in identifying support and networking arrangements (including role models).
Demonstrate skills to manage financial resources.

COMPETENCY III: Understanding developmental changes and transitions.

Describe how personal motivations and aspirations may change over time.
Describe physical changes that occur with age and adapt work performance to accommodate these.
Identify external events (e.g., job loss, job transfer) that require life changes.

Educational and Occupational Exploration

COMPETENCY IV: Skills to enter and participate in education and training.

Describe short and long-range plans to achieve career goals through appropriate educational paths.
Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).
Identify strategies to overcome personal barriers to education and training.

COMPETENCY V: Skills to participate in work and life-long learning.

Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).
Describe how educational achievements and life experiences relate to occupational opportunities.
Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

Adult Competencies and Indicators-Cont'd

COMPETENCY VI: Skills to locate, evaluate and interpret career information.

- Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors).
- Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
- Describe the uses and limitations of occupational outlook information.
- Identify the diverse job opportunities available to an individual with a given set of occupational skills.
- Identify opportunities available through self-employment.
- Identify factors that contribute to misinformation about occupations.
- Describe information about specific employers and hiring practices.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.

- Identify specific employment situations that match desired career objectives.
- Demonstrate skills to identify job openings.
- Demonstrate skills to establish a job search network through colleagues, friends, and family.
- Demonstrate skills in preparing a resume and completing job applications.
- Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.
- Demonstrate effective work attitudes and behaviors.
- Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, and attitudes required for job success.
- Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education).
- Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).
- Identify skills that are transferrable from one job to another.

COMPETENCY VIII: Understanding how the needs and functions of society influence the nature and structure of work.

- Describe the importance of work as it affects values and life style.
- Describe how society's needs and functions affect occupational supply and demand.
- Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.
- Demonstrate an understanding of the global economy and how it affects the individual.

Career Planning

COMPETENCY IX: Skills to make decisions.

- Describe personal criteria for making decisions about education, training, and career goals.
- Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.
- Describe the effects of education, work, and family decisions on individual career decisions.
- Identify personal and environmental conditions that affect decision-making.
- Demonstrate effective career decision making skills.
- Describe potential consequences of decisions.

Adult Competencies and Indicators-Cont'd

COMPETENCY X: Understanding the impact of work on individual and family life.

- Describe how family and leisure functions affect occupational roles and decisions.
- Determine effects of individual and family developmental stages on one's career.
- Describe how work, family, and leisure activities interrelate.
- Describe strategies for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills).

COMPETENCY XI: Understanding the continuing changes in male/female roles.

- Describe recent changes in gender norms and attitudes.
- Describe trends in the gender composition of the labor force and assess implications for one's own career plans.
- Identify disadvantages of stereotyping occupations.
- Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

COMPETENCY XII: Skills to make career transitions.

- Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.
- Describe strategies to use during transitions (e.g., networks, stress management).
- Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).
- Describe the skills and knowledge needed for pre-retirement planning.
- Develop an individual career plan, updating information from earlier plans and including short and long-range career decisions.

APPENDIX B: SAMPLE FORMS

Needs Assessment Form
Sequence of Delivery Form
Career Development Program Review Form
Career Development Program Plan Form
Activity Selection and Design Form
Measure Selection and/or Development Form
Self-Assessment of Staff Development Needs Form
Individual Career Plan Form

In this Appendix you will find sample forms that you can adapt for use in your career development program. Some of the examples are incomplete, and you will need to supplement them with local information.

NEEDS ASSESSMENT FORM

POSITION: Manager_____ Counselor/Career Development Specialist_____

Staff _____ Program Recipient _____ Other_____

INSTRUCTIONS:

We are conducting a survey of the career development needs of our students. This survey lists skills, knowledge, and abilities that are related to effective career exploration and planning. When you read each item, you will give it **two different ratings**: (1) **importance** for students in our institution, and (2) **current achievement** - your perceptions of how many students typically have the knowledge, skills, or abilities upon entry to our institution.

Circle your choice using the following **importance** scale:

Of Great Importance				**Of Little Importance**
5	4	3	2	1

Circle your choice using the following **current achievement** scale:

None	**Few**	**Some**	**Most**	**All**
0-10%	**11-30%**	**31-70%**	**71-90%**	**91-100%**
5	4	3	2	1

Needs Assessment Form (page 2)

Competency I: Skills to maintain a positive self-concept.

1. Individuals can demonstrate a positive self-concept

Importance	Current Achievement	Total
5 4 3 2 1	5 4 3 2 1	_____

2. Individuals can identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.

Importance	Current Achievement	Total
5 4 3 2 1	5 4 3 2 1	_____

3. Individuals can identify how achievements related to work, learning, and leisure and their influence on self perception.

Importance	Current Achievement	Total
5 4 3 2 1	5 4 3 2 1	_____

4. Individuals can demonstrate a realistic understanding of self.

Importance	Current Achievement	Total
5 4 3 2 1	5 4 3 2 1	_____

5. Additional indicator--optional.
You may add an additional indicator in the space at the end of each competency if you think it is relevant to the competency listed and not addressed by those indicators already listed.

Importance	Current Achievement	Total
5 4 3 2 1	5 4 3 2 1	_____

(complete for each competency)

SEQUENCE OF DELIVERY FORM

Review the indicators and determine at which key choice points each will be delivered.

COMPETENCY I: Skills to maintain a positive self-concept.

Indicator	Choice Point* Entry_____Exit
1. Individuals can demonstrate a positive self-concept.	_____
2. Individuals can identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.	_____
3. Individuals can identify achievements related to work, learning, and leisure and their influence on self perception.	_____
4. Individuals can demonstrate a realistic understanding of self.	_____
5. (Additional indicator added from the needs assessment information.)	_____

* Specific choice points will be determined by each organization (e.g., intake, assessment, career planning, training, and placement).

(Complete for each competency)

CAREER DEVELOPMENT PROGRAM REVIEW FORM

Part I. Program Content

Instructions:

1. **Standard.** List the standards.
2. **Program Processes.** List the career development process(es) that are being used for each standard. Processes include outreach, instruction/training, counseling, vocational evaluation and assessment, career information, placement, work experience, consultation, and referral/contracted services.
3. **Activity.** List the program activity(ies) that is/are being used for each indicator.
4. **Program Participants.** Describe which individuals are receiving each activity.
5. **Overall Comments and Recommendations.** In this final section for each competency, list overall comments and recommendations including: overall strengths and weaknesses of the program related to the competency and standards. Recommended improvements including standards that need to be strengthened and activities that might be added or substituted.

Competency Number:

Competency Statement:

Standard	Process	Activity	Program Participants

Overall strengths and weaknesses of the program related to the competency and standards.

Recommended improvements in the competencies and standards including new processes and activities that might be added or substituted.

(Complete for each competency)

CAREER DEVELOPMENT PROGRAM REVIEW FORM

Part II. Program Structure

The following information related to program structure will be collected.

A. Program Leadership

Is there a designated career development program leader?

What are his or her responsibilities?

Are others aware that this person is the leader?

Does this individual have time to provide leadership to the program?

B. Staffing

Which individuals have a role in staffing the program?

What are their specific responsibilities?

Do they have time to perform these responsibilities?

Do they have the expertise needed?

C. Facilities

What physical space is available for the program? Is it adequate in terms of size and privacy?

What equipment is available for the program? Is it adequate?

What materials are available for the program? Are they current and readily available when needed?

What supplies are available for the program? Are they adequate?

D. Budget

What budget is available for the program? Is it adequate?

E. Management

How is the program coordinated with other institution programs? How might coordination be improved?

Is the program evaluated periodically? Is the evaluation information adequate to support the effectiveness of the program?

Does the program conduct public relations activities? Are they effective?

Does the program include regular staff development activities? Are they responsive to staff needs?

Is the program articulated with career development programs at other educational levels? Do the articulation procedures reduce program duplication and gaps?

Is the program coordinated with other programs that serve our students?

CAREER DEVELOPMENT PROGRAM REVIEW FORM

Part III. Program Schedule

Is there a master schedule or specified timeline for the delivery of the program? Does the program leader monitor the schedule?

CAREER DEVELOPMENT PROGRAM PLAN FORM

Program Description

Competency:

Indicator	Process	Activity	Audience	Staff	Date

Staff Roles and Responsibilities. List responsibilities based on the revised program organized by such processes as outreach, counseling, assessment, training, career information, work experience, referral, consultation, placement, follow-up, and management.

Program Leader

Staff

Program Resources. Make a complete list of needed resources based on the revised program.

Physical Facilities. Space needed; special requirements (e.g., privacy).

Equipment. List all needs including media, computer, furniture, and other items.

Materials and Supplies. List all needs including assessment materials and scoring services, career information, and others.

Budget. Develop line item budget covering such items as equipment, materials and supplies, staff development, consultants, etc.

Management Schedule. List all management tasks related to evaluation, public relations, coordination, and staff development.

Task	Person Responsible	Date Completed

Program Schedule. List all program activities from the program description arranged by client group and schedule of delivery.

Start Month	End Month	Activity	Audience

(Complete for each competency)

ACTIVITY SELECTION AND DESIGN FORM

Competency Number _____ Audience _____

Standard _____

_____

Program Process:

- Outreach _____
- Counseling _____
- Assessment _____
- Instruction/Training _____
- Career Information _____
- Work Experience _____
- Referral _____
- Consultation _____
- Placement _____
- Follow-up _____

Description of Activity: (Attach any worksheets or handouts that are required to conduct the activity.)

(Complete for each competency)

MEASURE SELECTION AND/OR DEVELOPMENT FORM

Competency number: _____ Audience:_____

Standard:

Measure:

Scoring Instructions:

(Complete for each competency)

SELF-ASSESSMENT OF STAFF DEVELOPMENT NEEDS FORM

Counselors and other career development program staff need a variety of skills and competencies to implement a career development program. This self-assessment will help identify your current staff development needs and develop an individual plan which will prepare you to implement your revised career development program.

Read each of the following statements and circle the number that best describes (1) how important this competency is to the implementation of your revised career development program, and (2) how high your need is to improve this competency.

Importance:	My Need:
4 = very important	4 = very high need
3 = important	3 = high need
2 = slightly important	2 = moderate need
1 = not important	1 = low need

When you have rated **each** of the statements according to its **importance for implementing the revised program** and **your need to improve this competency,** review the statements that you rated as both **very important** and **high need** and **select the five** that represent your important staff development needs. List them in the space marked "Most Important Professional Development Needs" at the end of this survey.

Counseling

1. Knowledge of developmental issues individuals address throughout the lifespan.	4 3 2 1	4 3 2 1
2. Knowledge of counseling and career development theories and techniques.	4 3 2 1	4 3 2 1
3. Knowledge of decision making and transition models.	4 3 2 1	4 3 2 1

Most Important Professional Development Needs. Review the statements that you rated as both **very important** and **very high need**, select the five that are your most important staff development needs, and list them below:

Competency Number

1.

2.

3.

4.

(Complete for each competency)

INDIVIDUAL CAREER PLAN FORM

Postsecondary Level

This activity suggests a technique to help staff monitor and strengthen individual achievement of the career development competencies and to assist in developing an employment and training plan.

Instructions

1. It is recommended that an Individual Career Plan be maintained as long as the individual is associated with the organization.
2. The counselor or counselors to whom an individual is assigned will be responsible for meeting with that person to develop, review, revise and implement the plan.
3. As product evaluation is completed, an individual profile of individual attainment of the standards will be added to the plan.

Name_____
Last First Middle

Institution_____

I. Factors to Consider:

A. Personal Goals

_____

_____

B. Desired Life Style

_____

_____

C. Characteristics associated with my career choice that will help me in achieving the life style described above.

1. _____

2. _____

D. Is my career choice consistent with my personal goals? Why?

_____

_____

Individual Career Plan Form-Cont'd

II. Interests and Abilities

A. Does my career choice require that I use skills or abilities related to my interests? How?

_____

_____

_____

B. Does my career choice require that I possess specific capabilities? What are those skills, behaviors, attitudes, or knowledge areas required by my chosen career?

_____

_____

_____

III. Job Characteristics to Consider about My Career Choice:

_____

(Position Desired)

A. What special training or qualifications are required to enter my chosen career field?

1. _____

2. _____

3. _____

B. Where would I go to get the training to enter my chosen career field?

_____

_____

C. What about the training required to enter my career field?

1. How long will it take?_____

2. Are there places where I can get financial assistance?_____

3. Where can I go for help?_____

Individual Career Plan Form-Cont'd

IV. What is the expected demand for workers in my chosen field?

_____

V. Other jobs that I could qualify for with the same skills:

A. Three other positions for which I would qualify if I possessed all of the skills needed and related to my career choice:

1. _____

2. _____

3. _____

B. Two jobs I could do while I wait for openings related to my career field:

1. _____

2. _____

VI. Where and how I will seek information regarding openings in my career field:

A. _____

B. _____

C. _____

D. _____

VII. What can I do now to prepare:

A. Experience I can obtain:

1. _____

2. _____

B. Courses I can take:

1. _____

2. _____

3. _____

Individual Career Plan Form-Cont'd

VIII. To reach my career goal(s), I have fully achieved the following career development competencies and demonstrated performance on all identified indicators: (Write in month and year when fully achieved.)

COMPETENCY	DATE
Skills to maintain a positive self-concept.	_____
Skills to maintain effective behaviors.	_____
Understanding developmental changes and transitions.	_____
Skills to enter and participate in education and training.	_____
Skills to participate in work and lifelong learning.	_____
Skills to locate, evaluate, and interpret career information.	_____
Skills to prepare to seek, obtain, maintain, and change jobs.	_____
Understanding how the needs and functions of society influence the nature and structure of work.	_____
Skills to make decisions.	_____
Understanding the impact of work on individual and family life.	_____
Understanding the continuing changes in male/female roles.	_____
Skills to make career transitions.	_____

APPENDIX C: LOCAL PROGRAM EXAMPLES

Mississippi--Needs Assessment Instrument
California--Career Development Standards (Excerpt)
Iowa--Mission Statement for Implementing National Career Development Guidelines
Mississippi--Resources and Process Checklist

In this Appendix you will find samples form local sites that may be of use to you. Some are excerpts and others have been updated.

NEEDS ASSESSMENT INSTRUMENT

(Mississippi)

I NEED TO:	STRONG NEED	MODERATE NEED	LITTLE NEED	NO NEED
1. Demonstrate a positive self-concept.				
2. Identify skills, abilities,interests, experiences, values, and personality traits and their influence on career decisions.				
3. Identify achievements related to work, learning, and leisure and their influence on self perception.				
4. Demonstrate a realistic understanding of self.				
5. Demonstrate appropriate interpersonal skills in expressing feelings and ideas.				
6. Identify symptoms of stress.				
7. Demonstrate skills to overcome self-defeating behaviors.				
8. Demonstrate skills in identifying support and networking arrangements (including role models).				
9. Demonstrate skills to manage financial resources.				
10. Describe how personal motivations and aspirations may change over time.				
11. Describe physical changes that occur with age and adapt work performance to accommodate these.				
12. Identify external events (e.g., job loss, job transfer) that require life changes.				

EXCERPT OF CAREER DEVELOPMENT STANDARDS

(California)

SELF-KNOWLEDGE Competency I: Skills to maintain a positive self-concept.

Indicator: Identify personal abilities, interests, values and needs and how they influence educational and career choices.

Standard: Student will list five personal abilities, interests, values and needs and will describe how they influence his/her educational and career choice.

Indicator: Relate talents and personality characteristics to specific occupations.

Standard: Student will identify five talents and personality characteristics and research five compatible occupations using the *Dictionary of Occupational Titles*

Indicator: Determine or clarify career and life goals based upon a realistic understanding of self.

Standard: Student will describe his/her career and life goal in writing and share these with a counselor or teacher.

Indicator: Determine the importance to you of work-related factors such as salary, job status, use of your abilities and opportunity for advancement.

Standard: Student will develop a prioritized list ranking the importance of work related factors.

MISSION STATEMENT FOR IMPLEMENTING CAREER DEVELOPMENT GUIDELINES

(Iowa)

Career development is a lifelong process with decision points throughout one's life. It requires sequential activities of (1) self-exploration in terms of career options, (2) understanding job-market requirements, competencies, and trends, (3) making initial and subsequent career decisions, and (4) understand a wide-spectrum of related human development issues. These group and individual activities are to be integrated into the mainstream of the College's total program for all students by certified counselors with the support and participation of administrators, faculty, other staff, as well as persons from business and industry. This team approach would enable the development of measurable outcomes and competencies related to career development.

The Mission Statement supports a major goal of facilitating career development as a lifelong learning process. A number of developments have combined to create a redefinition of career development programs. These include the rapid changes in our economy with subsequent impact on the career choices of individuals throughout their lifetime; the uncertain nature of the emerging information-oriented, high technology society; and the requirements for program accountability! These trends have had a significant influence on the counseling profession and efforts at student retention.

The National Career Development Guidelines are intended to provide a basis for the development and implementation of a comprehensive career counseling and development program that addresses the above issues. The counseling staff invites you to get involved in this exciting endeavor. This structure provides for a dynamic career development program that can be continually improved, and the integrated approach ensures both all-student and all-staff participation in career development activities occurring on planned, regular basis.

RESOURCES AND PROCESS CHECKLIST

(Mississippi)

Administrative Support Resources

	Yes	Somewhat	No	Not Applicable
1. Is there adequate administrative support from your immediate supervisor for a career development program?	( )	( )	( )	()

Comments:

2. Does your administration show a positive attitude toward career development?	( )	( )	( )	( )

Comments:

3. Do you have a list of desired career development outcomes which has been agreed upon by the administration, the counseling staff, and the advisory committee?	( )	( )	( )	( )

Comments:

4. Do you have in writing a clear definition of the responsibilities of administration, professional staff and clerical staff for career development?	( )	( )	( )	( )

Comments:

Resources and Process Checklist-Cont'd

Facilities

	Yes	Somewhat	No	Not Applicable
5. Is adequate space provided to house your programs?	( )	( )	( )	( )
Comments:				
6. Are your resource materials and computer terminals accessible to all students?	( )	( )	( )	( )
Comments:				
7. Do your counselors have offices that:				
a. provide auditory and visual privacy for students?	( )	( )	( )	( )
b. ensure security of files?	( )	( )	( )	( )
c. have a private telephone?	( )	( )	( )	( )
Comments:				
8. Do you have a career development area?	( )	( )	( )	( )
Comments:				
9. Is your career development area:				
a. convenient to students?	( )	( )	( )	( )
b. comfortable and appealing?	( )	( )	( )	( )
Comments:				

Resources and Process Checklist-Cont'd

Personnel Requirements and Counselor Competencies

	Yes	Somewhat	No	Not Applicable
10. Do you have enough certified counselors on staff?	( )	( )	( )	( )
Comments:				
11. Has the counselor(s) had coursework or in-service training in the following areas:				
a. assessment?	( )	( )	( )	( )
b. decision making?	( )	( )	( )	( )
c. career counseling?	( )	( )	( )	( )
Comments:				
12. Is the counselor(s) qualified to lead and consult with teachers, administrators, parents, etc?	( )	( )	( )	( )
Comments:				
13. Does your counseling staff have enough clerical support?	( )	( )	( )	( )
Comments:				
14. Does your institution provide other specialists who participate in the career development program, such as:				
a. social workers?	( )	( )	( )	( )
b. speech and hearing therapists?	( )	( )	( )	( )
c. school psychologists?	( )	( )	( )	( )
d. occupational and physical therapists?	( )	( )	( )	( )
e. reading and other learning specialists?	( )	( )	( )	( )
f. nurses?	( )	( )	( )	( )
Comments:				

Resources and Process Checklist-Cont'd

Training and Materials

	Yes	Somewhat	No	Not Applicable
15. Do you have a written plan to provide staff development in career development areas where counselors and/or teachers need more expertise?	( )	( )	( )	( )
Comments:				
16. Is professional career development literature provided to counselors and/or teachers?	( )	( )	( )	( )
Comments:				
17. Has an inventory of available career development resource materials and equipment and a list of needed materials and equipment been made?	( )	( )	( )	( )
Comments:				
18. Is there an adequate budget for career development resource and training needs?	( )	( )	( )	( )
Comments:				
19. Does your career development program include the following components:				
a. instruction/training?	( )	( )	( )	( )
b. counseling?	( )	( )	( )	( )
c. assessment?	( )	( )	( )	( )
d. career information?	( )	( )	( )	( )
e. placement?	( )	( )	( )	( )
f. consultation?	( )	( )	( )	( )
g. referral?	( )	( )	( )	( )
Comments:				

Resources and Process Checklist-Cont'd

Process

	Yes	Somewhat	No	Not Applicable
20. Has your institution taken the following steps to implement the National Guidelines:				
a. formed an Advisory Committee?	( )	( )	( )	( )
b. conducted a needs assessment?	( )	( )	( )	( )
c. made a list of goals for improving the program?	( )	( )	( )	( )
d. set priorities for goals?	( )	( )	( )	( )
e. made a written plan to evaluate the process toward and achievement of goals?	( )	( )	( )	( )
f. begun to take steps to improve the program?	( )	( )	( )	( )
g. conducted staff development?	( )	( )	( )	( )
h. made a list of needs for further staff development?	( )	( )	( )	( )
i. made a written plan to use evaluation results for further improvement?	( )	( )	( )	( )

Comments:

APPENDIX D: RESOURCE LISTING

The resource materials presented in this appendix provide information related to career development standards and program implementation. Resources are arranged according to books, journal articles, state agency standards documents and resources, professional associations and federal agencies (policy statements, position papers, and resolutions), training materials, accreditation agencies, other specific population publications, and addresses of agencies and associations. Materials are applicable to career development programs for adults. ED numbers indicate that the resource is available through the ERIC system.

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Zunker, V.G. (1986). *Career counseling: Applied concepts in life planning.* Monterey, CA: Brooks, Cole.

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Professional Associations and Federal/State Agencies

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The American Vocational Association (AVA) supports the development of strong comprehensive career counseling, guidance, and placement systems involving the total school staff, employers, and parents and encourages states to recognize model career counseling, guidance, and placement systems.

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The American Vocational Association (AVA) encourages the funding of Title III, Part D of the Carl Perkins Vocational Education Act at the authorized level of $1 million and encourages the Congress to allocate an additional $8 million to the National Occupational Information Coordinating Committee (NOICC) for the purpose of funding at least one pilot program in each state to develop and implement and operational comprehensive career guidance, counseling and placement program consistent with the requirements of Title III, Part D. (Resolution 5)

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NASBE believes that instruction should be designed so that youth and adults at the secondary and postsecondary levels may develop vocational education skills that include basic academic preparation and employment training. Innovative scheduling should be explored to allow for increased experience-based learning to facilitate the transition from school to the world of work. In addition, training opportunities should be provided for out-of-school unemployed persons, displaced workers, and those re-entering the workforce. (Resolution 86-1-K)

NASBE supports the intent of federal initiatives designed to help young people secure and maintain employment in the public or private sector without continuing subsidization. Public and private efforts to establish new educational and support services should be encouraged. Divided responsibilities for employment training and educational programs aimed at similar populations and with similar purposes have resulted in competition, and sometimes, duplication of services. State boards encourage coordination and should participate actively in cooperative efforts to improve the delivery and coordination of program services to youth, thus increasing the marketability of their qualifications and skills.(Position Statement 8)

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Erickson, R.G. (1985). *Evaluate guidance activities--Competency-based career guidance modules.* Wooster, OH: Bell and Howell Publication Systems Division. (82 pp.) (ERIC Document Reproduction Service No. ED 258 007)

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Bellamy, G.T., Rhodes, L.E., Mank, D.M., & Albin, J.M. (1988). *Supported employment: A community implementation guide.* Baltimore, MD: Paul H. Brookes Publishing.

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Schwartz, P. (1985). *Employment incentives manual: How to motivate business to hire individuals with disabilities.* Bellingham, WA: American Council on Rural Special Education.

Shapiro, S. (1985). *Administering and implementing adult career counseling services in comprehensive public adult and continuing education programs in New York State:* A manual for administrators and counselors in managing adult career counseling services, coordinating adult career counseling services with community funded programs and community agencies and how to's of career counseling process, groups sessions and services. Port Washington, NY: Port Washington Union Free District. (225 pp.) (ERIC Document Reproduction Service No. ED 268 321)

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Accreditation Agencies

Standards

Council for Accreditation of Counseling and Related Educational Programs (CACREP). (1986). *Accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs.* Gainesville, FL: University of Florida. (46 pp.)

Addresses

Alabama State Department of Education
887 State Office Building
Montgomery, Alabama 36130

American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, Virginia 22304

American Personnel and Guidance Association
(See American Association for Counseling and Development)

American Vocational Association
1410 King Street
Alexandria, Virginia 22314

Association of Computer-Based Systems for Career Information Clearinghouse
1787 Agate Street
Eugene, Oregon 97403

Association of Counselor Education and Supervision
5999 Stevenson Avenue
Alexandria, Virginia 22304

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Center on Education and Training for Employment (formerly)
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Colorado State Board for Community Colleges and Occupational Education
1313 Sherman Street
Denver, Colorado 80203

Commission on Precollege Guidance and Counseling
The College Entrance Examination Board
45 Columbus Avenue
New York, New York 10023-6917

Council for Accreditation of Counseling Related Educational Programs
1215 Norman Hall
University of Florida
Gainesville, Florida 32611

Council for the Advancement of Standards for Student Services/Development Programs
American College Personnel Association
5999 Stevenson Avenue
Alexandria, Virginia 22304

William T. Grant Foundation
1001 Connecticut Avenue, NW
Washington, DC 20036-5541

Michigan State Department of Education
P.O. Box 30009
Lansing, Michigan 48909

National Association of State Boards of Education
701 N. Fairfax Street, Suite 340
Alexandria, Virginia 22314

National Career Development Association
5999 Stevenson Avenue
Alexandria, Virginia 22304

National Board for Certified Counselors
5999 Stevenson Avenue
Alexandria, Virginia 22304

National Employment Counselors Association
5999 Stevenson Avenue
Alexandria, Virginia 22304

National Occupational Information
Coordinating Committee
2100 M Street, NW, Suite 156
Washington, DC 20037

National Vocational Guidance Association
(See National Career Development
Association)

Oregon State Department of Education
700 Pringle Parkway, SE
Salem, Oregon 97310

APPENDIX E: STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

State Occupational Information Coordinating Committees (SOICC)

Alabama Occupational Information
Coordinating Committee
Bell Building, Suite 400
207 Montgomery Street
Montgomery, Alabama 36130
(205) 261-2990

Alaska Department of Labor
Research and Analysis Section
Post Office Box 25501
Juneau, Alaska 99802
(907) 465-4518

American Samoa State
Occupational Information
Coordinating Committee
Office of Manpower Resources
American Samoa Government
Pago Pago, American Samoa 96799
(684) 633-2153

Arizona State Occupational Information
Coordinating Committee
Post Office Box 6123, Site Code 897J
Phoenix, Arizona 85005
(602) 542-6466

Arkansas Occupational Information
Coordinating Committee
Research and Analysis Section
Arkansas Employment Security Division
Post Office Box 2981
Little Rock, Arkansas 72203
(501) 682-3159

California Occupational Information
Coordinating Committee
800 Capital Mall, MIC-67
Sacramento, California 95814
(916) 323-6544

Colorado Occupational Information
Coordinating Committee
218 Centennial Building
1313 Sherman Street
Denver, Colorado 80203-2554
(303) 866-4488

Connecticut Occupational Information
Coordinating Committee
Connecticut Department of Education
25 Industrial Park Road
Middleton, Connecticut 06457
(203) 638-4042

Office of Occupational
and Labor Market Information
Delaware Department of Labor
University Office Plaza
Post Office Box 9029
Newark, Delaware 19714-9029
(302) 368-6963

District of Columbia Occupational
Information Coordinating Committee
Department of Employment Services
500 C. Street, N.W., Room 207
Washington, D.C. 20001
(202) 639-1090

Bureau of Labor Market Information
Department of Labor
and Employment Security
1320 Executive Center Drive
Atkins Building, Suite 210
Tallahassee, Florida 32399-0674
(904) 488-7397

Georgia Occupational
Information Coordinating Committee
Georgia Department of Labor
148 International Boulevard
Sussex Place
Atlanta, Georgia 30303
(404) 656-9639

Guam Occupational Information
Coordinating Committee
Human Resource Development Agency
Jay Ease Building, 3rd Floor
Post Office Box 2817
Agana, Guam 96910
(671) 646-9341

Hawaii State Occupational Information
Coordinating Committee
830 Punchbowl Street, Room 315
Honolulu, Hawaii 96813
(808) 548-3496

Idaho Occupational Information
Coordinating Committee
Len B. Jordan Building, Room 301
650 West State Street
Boise, Idaho 83720
(208) 334-3705

Illinois Occupational Information
Coordinating Committee
217 East Monroe, Suite 203
Springfield, Illinois 62706
(217) 785-0789

Indiana Occupational Information
Coordinating Committee
10 North Senate Avenue, Room 101
Indianapolis, Indiana 46204-2807
(317) 232-8547

Iowa Occupational Information
Coordinating Committee
200 East Grand Avenue
Des Moines, Iowa 50309
(515) 281-8075

Kansas Occupational Information
Coordinating Committee
401 Topeka Avenue
Topeka, Kansas 66603
(913) 296-1865

Kentucky Occupational Information
Coordinating Committee
275 E. Main Street - 2 East
Frankfort, Kentucky 40621-0001
(502) 564-4258

Louisiana Occupational Information
Coordinating Committee
Post Office Box 94094
Baton Rouge, Louisiana 70804-9094
(504) 342-5149

Maine Occupational Information
Coordinating Committee
State House Station 71
Augusta, Maine 04333
(207) 289-2331

Maryland Occupational Information
Coordinating Committee
Department of Employment and Training
1100 North Eutaw Street, Room 600
Baltimore, Maryland 21201
(301) 333-5478

Massachusetts Occupational Information
Coordinating Committee
Massachusetts Division of Employment Security
C. F. Hurley Building, 2nd Floor
Government Center
Boston, Massachusetts 02114
(617) 727-6718

Michigan Occupational Information
Coordinating Committee
310 Hollister Building
106 W. Allegan, Box 30015
Lansing, Michigan 48909
(517) 373-0363

Minnesota Occupational Information
Coordinating Committee
Department of Economic Security
690 American Center Building
150 East Kellogg Boulevard
St. Paul, Minnesota 55101
(612) 296-2072

Mississippi Occupational Information
Coordinating Committee
Sillers Building, Suite 1005
Post Office Box 771
Jackson, Mississippi 39205
(601) 359-3412

Missouri Occupational Information
Coordinating Committee
421 East Dunklin Street
Jefferson City, Missouri 65101
(314) 751-3800

Montana Occupational Information
Coordinating Committee
Post Office Box 1728
Helena, Montana 59624
(406) 444-2741

Nebraska Occupational Information
Coordinating Committee
Post Office Box 94600
State House Station
Lincoln, Nebraska 68509-4600
(402) 471-4845

Nevada Occupational Information
Coordinating Committee
601 Kinkead Building
505 East King Street
Carson City, Nevada 89710
(702) 885-4577

New Hampshire State Occupational
Information Coordinating Committee
64B Old Suncook Road
Concord, New Hampshire 03301
(603) 228-9500

New Jersey Occupational Information
Coordinating Committee
Labor & Industry Building, Room 1008
CN 056
Trenton, New Jersey 08625-0056
(609) 292-2682

New Mexico Occupational Information
Coordinating Committee
Tiwa Building
401 Broadway, N.E.
Post Office Box 1928
Albuquerque, New Mexico 87103
(505) 841-8636

New York State Occupational Information
Coordinating Committee
Department of Labor
Research and Statistics Division
State Campus, Building 12 - Room 400
Albany, New York 12240
(518) 467-6182

North Carolina Occupational Information
Coordinating Committee
1311 St. Mary's Street, Suite 250
Post Office Box 27625
Raleigh, North Carolina 27611
(919) 733-6700

North Dakota Occupational Information
Coordinating Committee
1600 East Interstate, Suite 14
Post Office Box 1537
Bismarck, North Dakota 58502-1537
(701) 224-2197

Northern Mariana Islands
Occupational Information
Coordinating Committee
Post Office Box 149
Saipan, CM 96950
(671) 234-7394

Ohio Occupational Information
Coordinating Committee
Division of LMI
Ohio Bureau of Employment Services
1160 Dublin Road, Building A
Columbus, Ohio 43215
(614) 644-2689

Oklahoma Occupational Information
Coordinating Committee
Department of Vocational and Technical
Education
1500 W. Seventh Avenue
Stillwater, Oklahoma 74074
(405) 377-2000

Oregon Occupational Information
Coordinating Committee
875 Union Street, N.E.
Salem, Oregon 97311
(503) 378-8146

Pennsylvania Occupational Information
Coordinating Committee
Pennsylvania Department of Labor
and Industry
1224 Labor and Industry Building
P.O. Box 1323
Harrisburg, Pennsylvania 17120
(717) 787-8646

Puerto Rico Occupational Information
Coordinating Committee
Post Office Box 6212
San Juan, Puerto Rico 00936-6212
(809) 753-7110

Rhode Island Occupational Information
Coordinating Committee
22 Hayes Street, Room 133
Providence, Rhode Island 02908
(401) 272-0830

South Carolina Occupational Information
Coordinating Committee
1550 Gadsden Street
Post Office Box 995
Columbia, South Carolina 29202
(803) 737-2733

South Dakota Occupational Information
Coordinating Committee
South Dakota Department of Labor
607 North 4th Street, Box 1730
Aberdeen, South Dakota 57401
(605) 622-2314

Tennessee Occupational Information
Coordinating Committee
11th Floor Volunteer Plaza
500 James Robertson Parkway
Nashville, Tennessee 37219
(615) 741-6451

Texas Occupational Information
Coordinating Committee
TEC Building
15th and Congress, Room 526T
Austin, Texas 78778
(512) 463-2399

Utah Occupational Information
Coordinating Committee
c/o Utah Department of Employment Security
Post Office Box 11249
174 Social Hall Avenue
Salt Lake City, Utah 84147-0249
(801) 533-2028

Virginia Occupational Information
Coordinating Committee
Virginia Employment Commission
703 E. Main Street
Post Office Box 1358
Richmond, Virginia 23211
(804) 786-7496

Virgin Islands Occupational Information
Coordinating Committee
Post Office Box 3359
St. Thomas, US VI 00801
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Washington Occupational Information
Coordinating Committee
212 Maple Park, MS KG-11
Olympia, Washington 98504-5311
(206) 438-4803

West Virginia Occupational Information
Coordinating Committee
1600 1/2 Washington Street, E.
Charleston, West Virginia 25311
(304) 348-0061

Wisconsin Occupational Information
Coordinating Committee
Division of Employment
and Training Policy
Department of Industry, Labor
and Human Relations
201 East Washington Avenue
Post Office Box 7972
Madison, Wisconsin 53707
(608) 266-6722

Wyoming Occupational Information
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Occupational Information Program
Herschler Building, 2nd Floor E.
Cheyenne, Wyoming 82002
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Vermont Occupational Information
Coordinating Committee
Green Mountain Drive
Post Office Box 488
Montpelier, Vermont 05602-0488
(802) 229-0311

THE NATIONAL CAREER DEVELOPMENT GUIDELINES PRODUCTS

The National Career Counseling and Development Guidelines: Community and Business Organization

The National Career Counseling and Development Guidelines: Postsecondary Institutions

The National Career Guidance and Counseling Guidelines: High Schools

The National Career Guidance and Counseling Guidelines: Middle/Junior High Schools

The National Career Guidance and Counseling Guidelines: Elementary Schools

The National Career Development Guidelines: Trainer's Manual